TID FOR CUSAN SUPERIOR SUPERIORS

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About the cover... This New England road was one of many traveled this summer by hearing-impaired student Keith McFarland, who "got involved" by spending two weeks on an RIT photography class expedition to Cape Cod. More of McFarland's work can be found in the story, "Cape Cod Classroom."

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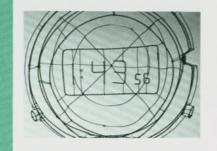
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A Positive Influence

From the Director's Desk



The theme for this issue of NTID Focus is taken from the title of one of the stories: "Getting Involved." That phrase, however, describes every story in this issue.

This issue details some of the delightful fringe benefits of an RIT education. The National Technical Institute for the Deaf fortuitously was placed on a hearing campus so that hearing-impaired students might benefit from working and playing side by side with their hearing peers. There are, though, myriad ways in which hearing students are positively influenced by their exposure to hearing-impaired students, many of them for the first time.

In some cases, this awareness of and sensitivity to deafness leads to unique personal, social, and career paths, as described in the title story. Another story describes two recent graduates of RIT who are pursuing careers in different cities, while planning a future life together.

"Getting Involved" happens on the corporate level as well, as in the case of the Emerson Electric Corporation, which has taken a lead role in actively recruiting NTID students for both co-op and permanent placements.

Corporations in the Rochester area are also lending support to the ideal of offering deaf students the best education possible through faculty participation in the BITE (Back-In-Touch Experience) program, offered through NTID's Business Occupations Department.

NTID's Silent Retreat demands involvement both from staff members who volunteer to forsake oral communication in order to improve their sign language skills, and from those who guide that effort. Similarly, the Summer Vestibule Program (SVP), which acquaints new students to NTID, requires dual participation—from those students who attend the orientation as well as from staff members who spend countless hours preparing for this important introduction to college life. Both of these programs are featured in this issue.

While SVP provides the groundwork for a student's education at RIT, so do individual classes provide important opportunities for creative growth. This summer, two hearing-impaired students were part of a group of RIT photography students who spent two weeks on a photography expedition to Cape Cod. The contributions of these students, who are among many hearing-impaired students who take classes in the other colleges of RIT, are reproduced in this magazine, as are those of award-winning visual communication students in a centerspread tribute to their efforts.

Like the students who come to RIT and find themselves irrevocably altered by their contact with hearing-impaired persons, there are faculty members who arrive skilled in their areas of expertise but with no prior exposure to deafness. For many of these individuals, the allure of NTID makes a permanent impression, as in the cases of Pat Coyle and Dr. James Meyer. You will find their stories in this issue as well.

"Getting Involved" is at the very core of what has made NTID such a successful enterprise at RIT. After reading this issue, I hope you will agree.

Filiam E. Castle

RIT is a good place for ...



GETTING INVOLVED

By Tom Willard

ne of NTID's most important goals is to promote interaction between deaf and hearing students. Many NTID students have attended special schools for deaf people all of their lives, and at RIT, they have their first opportunity to live and study with hearing classmates. The experience helps them make the transition to the working world.

If NTID provides some deaf students with their first meaningful contact with the hearing world, the reverse also is true. Most RIT students have never even met a deaf person before coming here. For these students, NTID's presence is an education in itself, a rewarding and enriching addition to their primary fields of study. A better understanding of the abilities of hearingimpaired people is but one benefit a student can gain at RIT.

On these pages you will meet four students for whom NTID has made a significant impact. Three have shifted their career goals because of their newly discovered interest in the education of hearing-impaired persons. The fourth has retained his original goals, but found a more personal way to get involved. All have benefited from the unique presence of NTID at RIT.



"I thought if you had one handicap, you had them all"

Melody Haines came to RIT in 1980 to study biomedical photography. Four years later, she is a full-time interpreter for NTID.

Like most hearing students at RIT, Haines knew very little about NTID and deafness when she arrived. "I used to think deaf people had to be watched over every minute," she says.

Gradually she learned. Her education began during her first night at RIT, when she joined a group of deaf students in the residence hall lounge for a card game. "I was so scared. I wondered what they

Stepping out A variety of interpreting assignments keep Melody Haines on the go.

were doing here. I didn't realize deaf people grew up and went to college and got jobs like everyone else."

Through a variety of experiences, Haines developed a better understanding of deafness. She joined Imagemakers, a residence made up of deaf and hearing photography majors. She became a part-time notetaker and tutor for deaf students cross registered in RIT's School of Photographic Arts and Sciences. She learned sign language and went on to teach it to others. And she became a resident advisor (RA) on a floor where nearly every student was hearing impaired.

"I learned a lot through my RA job about deaf people in real life. I had thought that they used either oral or manual communication, with nothing in between."

She now can laugh at the misconceptions she once had. "I thought deaf people couldn't drive. I wondered how they could work in the darkrooms. I thought if you had one handicap, you had them all."

Haines grew up about 60 miles from Rochester and, as a student, sometimes brought her deaf friends home. She feels it has been a good experience for her parents to meet deaf people and learn something about deafness.

"My parents remarked that my experience at RIT has made me more openminded to different people," she says. "I was very shy when I first arrived." As Haines became more involved with deaf students, the appeal of biomedical photography began to wane. "I like biomed," she says, "but the field seems so limited. I felt there were more opportunities for me to work with deaf people." Upon completing her associate degree requirements in biomedical photography, she enrolled in RIT's interpreting degree program, and hopes to become certified soon.

She is impressed with NTID. "There are so many opportunities to learn about other people, and to see people do things you thought they couldn't do."

Each year brings a new crop of hearing students to RIT, and Haines is reminded of her hesitant beginnings. She wants people to understand that there are deaf people with whom they can communicate immediately. "You don't have to know a lot of sign language to communicate. Just make the effort; it's not that hard.

"The biggest thing to get over is the fear."

NTID 'dawns' on him

Jim Smith hasn't let his exposure to NTID affect his career plans. The 22year-old chemistry major will receive his bachelor's degree next May, as expected, and plans to work in forensic chemistry.

He did not quite escape NTID's influence, though. Two years ago, he married NTID student Dawn Andersen.

They met in 1981, when Smith, a resident advisor at the time, was looking for someone to teach a sign language class on his floor. Andersen, a student in the Office Practice and Procedures program, volunteered to help. The two struck up a friendship and were married the following year. They have a 2-year-old son, Jeremy, who has normal hearing and is beginning to learn sign language.

Marriage between hearing and deaf individuals requires a measure of patience. Smith recalls the early days of their marriage, when his wife would call him from any room in their apartment and he would have to get up and see what she wanted. "I couldn't call her, though, so I was doing all the running around," he laughs. Finally, they talked about the problem and worked out a compromise, with both sharing the legwork.

Other problems arise on occasion. "When we visit my family," says Smith, a Buffalo native, "Dawn has trouble following the conversations. But I do my best to include her." In addition, his



Domestic life Jim Smith and his wife, Dawn, relax in their campus apartment with son Jeremy.

family has started to learn sign language to make communication easier.

Relationships with friends can also present some obstacles. "I could sit for hours talking with my friends," Smith says, "but I normally won't do that because Dawn would feel left out. She understands my needs, though, and sometimes when my friends visit she finds something else to do.

"I can relate to her friends better than she can relate to mine," he adds, "because I know sign language. Many of my friends don't."

Smith had no idea what was in store for him when he began studying at RIT in 1980. "I was curious," he says. "I had no experience with deaf people or deaf culture before I came here." He began to learn sign language through an informal class taught by volunteers, but found the best way to learn sign language "is to practice using it with others who use it also." He had been what he calls "a very hearing person," Smith says. "I wasn't very expressive, and I tended to use a lot of idioms and slang. I had to learn to express myself in different ways."

Smith comes in contact with many students through his jobs at the campus 24-Hour Information Desk and with the Resident Safety Association, a student organization that promotes safety in the residence halls. He encourages other hearing people to learn more about deafness.

"New students are nervous about deaf people. They may be influenced by older students with bad attitudes. It's important that students keep an open mind and make their own judgments.

"The more you know about deafness, the less strange it seems."

"There is no 'right' or 'wrong' way to communicate"

Aaron Brace laughs about his early days at RIT.

"I was really frustrated. I saw all these deaf people and I couldn't communicate with them. At least I *thought* I couldn't. I thought all deaf people used sign language. I wanted to introduce myself, but didn't know how."

Brace, who entered RIT in 1980, now communicates easily with deaf people. He is a full-time interpreter for RIT's Department of Student Life.

As a first-year printing major, Brace lived in Art House, a residence for deaf and hearing students majoring in visual arts. His resident advisor was hearing impaired, and Brace remembers wondering how he would be able to communicate with her. "Finally she said, 'Just talk to me!' She helped to alleviate my fears a little."

A turning point came when Brace's hearing roommate left school and a deaf student moved in. "I knew fingerspelling from the Cub Scouts, but that was all," he says. He posted a large paper on the wall, titled "What's the sign for ...?" where he wrote down words, and, with his roommate's help, began to learn sign language.

Brace later auditioned for the NTID Theatre play "Once Upon a Mattress." He was selected to voice for the lead, Prince Dauntless. "Many of the roles require two actors," he explains. "A deaf actor will use sign language, while a hearing actor provides the voice. That way, the entire audience can enjoy the production." Through this experience, Brace learned more sign language and began to realize that "I would be using sign language throughout my life. It wasn't something I was just going to drop when I finished school."

When RIT introduced an interpreting degree program, Brace was one of the first students to enroll. He also signed up for the Basic Interpreter Training Program during the summer of his freshman year, and returned to the program the next two summers as resident advisor and tutor.



Dancing hands An NTID dance class is one of many activities for which Aaron Brace interprets.

He continued his involvement with the theatre and appeared in several NTID productions, including "The Odd Couple," "The Tempest," and "Tonite at Cinema 4." He joined Sunshine Too, NTID's traveling theatre company made up of three hearing and three deaf members, and took a year off from school to tour the country with the group.

What happened to printing? "I went into printing because I enjoyed the 'hands-on' aspect of production, but I soon realized that RIT's printing program was geared more toward management. I wanted to work with my hands." He adds with a laugh, "As an interpreter, I certainly have that opportunity."

The 22-year-old Chestertown, Maryland, native would like to see more hearing students become involved with NTID. Unfortunately, he notes, "Too many students come here just to work, study, and get their degree. They don't have time, or don't make the time, to learn sign language." He sees a brighter future, though, now that RIT offers a sign language class for credit through the College of Liberal Arts. "If credit is offered, it makes it easier for students to find the time to learn sign language." Brace has developed some strong opinions about communication. "I've learned that there is no 'right' or 'wrong' way to communicate. Some people say the oral method is the correct way to teach, others say the manual way is right. Those attitudes will get you nowhere. Communication is a spectrum; you have to accept the different ways that people communicate.

"Communication is such a basic part of us," he adds. "If you can learn to become comfortable with another person's ways of communicating, you can be more open to other differences in that person."

"There's a difference between empathy and sympathy"

Sidonie Merkel knew nothing about NTID when she entered RIT in 1977 to study textile design.

Today she is a faculty member in NTID's Visual Communication Support Department. In addition to managing 35 tutor/notetakers, she advises cross-registered deaf students on academic, career, and personal concerns.

"I never thought that this is what I would be doing," she says.

Merkel had an early start on her current career, as one of the first three tutor/notetakers hired by the support team when it was created in 1978. She held that position for six years, as she earned a bachelor's degree in Weaving and Textile Design, and master's degrees in Textile Design Education, and Career and Human Resource Development. She admits to changing her career plans since coming to RIT. "It's difficult for someone who is 17 to know exactly what she wants to do with her life," she says.

Textile design, she learned, is a profession where you "work alone and work for yourself. That's not for me. I want to work with people, and be able to use my art background and counseling skills."

Zerbe Sodervick, chairperson of the Visual Communication Support Department, hired Merkel for her first job as tutor/notetaker and for her current faculty position. "Sid has always been thorough in her work," Sodervick says, "and extraordinary in her sensitivity to students. She shows the potential for becoming an exceptional educator."

Merkel recalls her early days at RIT with some amusement. "Learning about NTID was a slow process. I was a little



Visual communication Sid Merkel enjoys an exhibit in RIT's Bevier Gallery.

nervous about how to communicate with deaf students." She talked frequently with the only hearing-impaired student in her woodworking class, and began to attend theatre productions and gallery openings at NTID. She learned sign language through classes offered by NTID's Communication Division.

But it was her tutor/notetaker job that forced her to learn more about deafness. She realizes there are limits to how much a hearing person can understand about being deaf. ''I've had deaf students come up to me and say, 'You don't know what it's like to be deaf!' and I say 'You're right, and I'll probably never know.' There's a difference between empathy and sympathy.''

As a tutor/notetaker, Merkel found herself serving as a bridge between hearing and deaf students in class. "For hearing students, it may be the first time they have seen an interpreter or notetaker, and they have a lot of questions. I explain about the difficulty of watching the interpreter or teacher and trying to take notes at the same time."

Merkel encourages deaf students to be as independent as possible. Deaf students sometimes ask her to act as a gobetween to the hearing students, but she prefers to see them make the effort themselves.

"To succeed in the outside world, deaf people have to be assertive. Hearing people tend to avoid communication with deaf people because they don't know if they *can* communicate with them. They are afraid of making mistakes. It's the deaf person's responsibility to go out and educate the public."

She tells her deaf students, "We're here to help you, not to do it for you." And she has a message for hearing students as well: "Communication happens in a lot of different ways."

SVP: A Bridge Between Two Worlds



By Ann Kanter

ost colleges have orientation programs. They last for a few days and focus on accustoming incoming freshmen to the campus, its facilities and services, and the rules of college life.

NTID also has an orientation program, but it is an intense four-week experience that can shape students' lives for the next four years and beyond. This special experience is called the Summer Vestibule Program (SVP).

As a building's vestibule is a place that offers those entering a transition between the natural outdoor elements and the equable environment within, so NTID's Summer Vestibule Program provides incoming students with a period of adjustment from their earlier lives to the new world that awaits them at NTID.

Like freshmen at any college, NTID students must make the sometimes difficult adjustment to living away from home and getting along with peers from vastly different backgrounds. SVP '84 students represent more than 40 states and include in their numbers residents of rural areas as well as others from metropolitan environments.

Some of these students have lived most of their lives at residential schools for the deaf. Others have never been away from home and family. Some have grown up in a predominantly deaf environment, while others have never known another deaf person. For some, their chief mode of communication is a



form of sign language that may range from American Sign Language to any of several forms of signing in English. Others may prefer to use their voice alone, or in combination with sign language.

Just learning to communicate and live together is a challenge in itself, but these young people also must decide which careers they will study for the next few years. While they cannot accomplish all this in just four weeks, they do make a good start.

This summer marked NTID's 15th vestibule program. "We've grown in several ways," says Mark Rosica, coordinator of the program. "One of them is the increased number of students involved. The first program served 37, and this year we had 413."

SVP's goals are to provide students with the opportunity to "sample" or obtain hands-on experience in the variety of programs available throughout the Institute; to facilitate students' ongoing adjustment to college life; to provide counseling both individually and in groups for the purpose of helping students with the decision-making process, adjustment to living with other people, understanding policies and procedures of the Institute, and applying for a career area; and to enable students through evaluation and testing to understand their own strengths and weaknesses in the areas of mathematics, English, and communications.

To do this, each student takes the "Michigan Test of English Language Proficiency," designed for persons whose



Moving day Amidst the happy confusion of moving in, help is available from SVP staff members.

native language is not English, and the Central Institute for the Deaf tests of skill in speechreading and manual and simultaneous communication reception.

In addition, students receive individual tests for speech, hearing, and vision. Evaluations of these tests afford a profile of each student's communication skills and abilities, thus indicating areas where the Communication Program can help them to improve.

SVP's goals are part of an ongoing process of adjustment to college life that includes participation in RIT's Student Orientation Services and the fall credit course, "Dimensions of College Life."

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SVP begins with the arrival of the students, accompanied by their parents and/or other family members. This year a Parent/Student Orientation Weekend was introduced. Families were invited to arrive on Thursday and stay the weekend, and the residence halls were made available for those interested.

Of the approximately 500 adults who participated in the weekend, close to 75 percent took advantage of this option, with the rest staying at local hotels and motels.

Parents seemed to enjoy the experience of residence hall living and the added time it afforded them to be with their sons and daughters. They also enjoyed the additional two days to help their youngsters settle in and participate in activities.

"It was reassuring to see the kids func-

way toward lessening the newcomers' anxiety and familiarizing them with the Institute, its mission, and programs and special services available.

Meanwhile, workshops were offered for parents on adjustment to deafness, maintaining relationships with young adults undergoing a maturation process, and NTID's various technological programs.

This year's introduction of the Parent/ Student weekend grew from an idea conceived by Rosica and Lavina Hept, SVP program assistant. Their feeling that such a program would facilitate the student-parent separation was confirmed by responses to a questionnaire distributed to students, parents, faculty members, and administrators at the end of last year's SVP, explains Michael Krembel, associate professor of art as well as Although the purpose of SAs is to help faculty and new students, there has been a fringe benefit—faculty members note that by the beginning of the fall term, the SAs themselves showed "remarkable growth and maturation."

Another group of older students who help out during SVP are resident advisors (RAs). RAs for SVP are a separate group from those who serve during the regular academic year in the integrated hearing, hearing-impaired dorms.

SVP RAs are a hand-picked group, says Holcomb, who coordinates them. These deaf students are seasoned veterans who not only know the ropes but remember what it feels like to be new.

"They are the cream of the crop," says Holcomb. "We selected 19 RAs from a field of 70, and they underwent six days



tioning in their new environment," said one parent. "Never have I seen an opportunity for so much growth in such a short time."

An overview of NTID and its goals introduced parents to the college, its special services, and its place on the RIT campus. Orientation talks were geared to helping parents understand their offspring's academic, career, and communication needs and preferences.

Finally, there were social and recreational opportunities for students and parents.

"It's beneficial for parents to meet other parents of hearing-impaired students," says Rosica. "There's a chance for interaction, and often friendships and support groups are formed."

"Critters," a theatre group sponsored by the Connecticut Registry for the Deaf, entertained with skits and mimes, playing to two full houses in the NTID Theatre. Special meals in the cafeteria featured local jugglers, clowns, magic acts, and unicyclists.

During this time, students attended orientation talks on SVP, its goals, and what they would need to do to get the most from it. This program went a long



coordinator of SVP sampling assistants.

Sampling assistants (SAs) are older students who work with faculty and staff members during SVP, usually in their own career areas. They are selected by department chairpersons in these areas for good grades, good personal-social skills, and excellent character.

Krembel designed a training course and manual, and spends one week preparing SAs for SVP. Part of the training includes a joint session with Thomas Holcomb, Student Life developmental educational specialist at NTID and SVP '84 area complex director for residence halls.

Krembel's training for SAs includes a day of physical activity designed to develop assertiveness and a spirit of cooperation. It also provides guidelines on role modeling, peer counseling relationships, and the types of information that should be kept confidential.

"This year's SAs stepped into action the minute the new students and their families arrived," says Krembel proudly. "They directed traffic and helped the students and parents move in before they ever set foot in a classroom. They made themselves available around the clock—they acted like real pros."



Ample samples

Students at the Sampling Fair study an exhibit on "Basic Human Sexuality" and try out equipment from the manufacturing processes and medical record technology programs.

Boning up

Fred Hamil, chairperson of Technical Science, points out parts of a skeleton to be studied during a human anatomy course.





of training. They must be good role models for the incoming students, and to do that, they must work well together.

"The way students live for the first month sets the pattern for the way they'll spend the next four years," Holcomb continues. "They must know that residence halls aren't just places to eat



and sleep—that there are programs going on. Some of the things we discuss are the responsibilities that come with their newfound independence.

"New students lack confidence they're shy. When the RAs were new students, they also lacked that confidence, so they know how newcomers feel. After six days' training, the RAs felt confident and could impart this feeling to the new students. They could make them feel good about themselves.

"Good RAs can motivate students to become involved. In that way, they're less likely to feel homesick and think of leaving school."

Although SAs and RAs have distinct functions, each group is trained to cross over into the other's area when necessary. Thus an SA talking with a student who has a personal problem can offer to help.

SVP provides many ways for students to become involved. Most of those that are not related to academic classes or counseling fall under the aegis of General Education/Residence Life, coordinated by Assistant Professor Ellie Rosenfield.



Daily meetings deal with topics important to incoming students, such as "Introduction to Residence Life," "The Judicial Process," "Deaf Culture at RIT," "Campus Safety," "Drugs and Alcohol," "Living Together—Is it Magic?," "Human Sexuality," and "Religious Freedom."

"Self Governance" presents a format within which students set up guidelines for their conduct in four areas: curfew, visitation, quiet hours, and alcohol use. At the begining of SVP, curfew is at midnight. There is no coed visiting within the residence halls, quiet hours reign from midnight to 7 a.m., and the use of alcohol is forbidden.

In succeeding weeks, students can modify these rules within the confines of the program. But first, they must discuss Worth the wait Students wait in line to try out a three-dimensional pantograph engraver.

the pros and cons of doing so. "For example," explains Rosenfield, "they'll talk about curfew, and how, if you stay up late, you're still going to have to get up early and go to class. How will you feel after a late night? And how will you function?"

Whatever decisions they come to, once the rules are made, they must abide by them.

But SVP is more than classes and books and rules and regulations—it has its light side. Weekday evenings offered softball, basketball, and volleyball games. Weekends included captioned films, floor feuds (a take-off on the TV program, "Family Feud"), a "Casino Night," and "A Night in Hollywood" party. The last weekend wound up with a field day and floor skits on Friday; SVP Olympics, Awards Night, a slide show, and a party on Saturday; and a trip to Darien Lake theme park on Sunday.

SVP's activities are divided into three areas: General Education, Career Planning Seminars (CPS), and Sampling.



Pictures are worth a thousand words

Students check out the Visual Communication booth at the Sampling Fair; get information about applied photography/media production programs from Assistant Professor Patricia Russotti (seated at left); and watch student assistant Michael Wilson demonstrate a vertometer, an optical finishing machine that analyzes lens power.



Fine-feathered friend A student apes popular singer Boy George at a costume party.

The last two are intimately related, because CPS prepares students for what they will learn in the sampling classes and counsels them on how to make their career decisions.

On the first day of SVP '84, a Sampling Fair crowded the first floor Street of the Lyndon Baines Johnson Building with colorful booths and exhibits demonstrating the equipment and subject matter of the different careers available. Displays included photographs, slide shows, and videotapes as well as architectural models, computers, a drill press, and a human skeleton. Behind every



booth, faculty members were ready to answer students' questions.

Students were scheduled to attend CPS for two hours, three times a week. These sessions deal with decision making, understanding skills and interests, values clarification, risks and alternatives, and the application process. Their purpose is to help students make an intelligent choice of a career area. In one decision-making class exercise, Career Counselor Sandra Le Boeuf describes a scenario in which 10 people are seeking protection in a fallout shelter that has room for only six. She describes the 10 individuals according to their occupations and ages. The students then reach an agreement about which six persons should receive shelter—and the potential for continuing the human race.

In addition to being a lesson in decision making, says Le Boeuf, this is a good exercise for developing teamwork, leadership, and cooperation.

Besides teaching CPS classes, counselors meet with students on an individual basis at least twice during the four weeks, says Robb Adams, a career development counselor in science and engineering careers.

"Older students and transfers may not require any more time than that," he explains. "They are usually pretty independent, and we just like to check, to be sure they understand the process and don't fall through the cracks.

"But first-time students often need more direction with their career plans. We are not their only source of information," explains Adams. "They can go to a faculty member or an SA also. But we want them to know we're available, and they can make an appointment for as much counseling as they need. And many drop by just to chat," he adds.

"During SVP, these 19 counselors are the central people in the students' lives," agrees Margaret Hoblit, CPS coordinator. "We're the only individuals that students see on a regular basis."

In addition to good training and basic



counseling skills, SVP counselors must have enthusiasm, patience, flexibility, and a good sense of humor. They need skills in teaching as well as in counseling, and they must be able to wear seven hats at once. "Counselors teach three times a week, non-stop, for four straight hours," Hoblit says.

"It's a full day, and if a student needs you at five o'clock, you stay, because there are problems that must be dealt with immediately."

The more serious concerns usually surface during the first week, says Hoblit, and "The sooner we address them, the faster they're resolved."

She recalls one of her clients, a homesick student. "She wanted to go home," says Hoblit, "and I knew it wouldn't help to tell her she shouldn't. I just said, "Why don't you stick it out for one more week?" Then I asked her to think of five things she would like to do here during the next week. After a while, she realized that she *could* make friends and she *could* take care of what she needed, instead of having it done for her. That knowledge opened new vistas.

"Another student was in a quandary over selecting a career area," Hoblit continues. "Although she was talented, she didn't think she had marketable skills. I hooked her up with the right people, and when she realized there was something she could do, her reaction was a joy to behold!"

Counselors need the sensitivity to notice incipient problems before they get worse, says Hoblit. "A student falls asleep in class and you ask, 'How was the party?' Some of these young people haven't had freedom before, and now they must learn to make decisions, to manage their time, to say 'no' to peers. It's a lot to learn all at once, and they need help."

Counselors get input from other faculty members and from RAs. "If there's a problem in the residence halls, the RAs will contact us," says Hoblit, "and likewise, if there's a problem in class, the



Luck of the draw These animated groups are enjoying SVP's Casino Nite.

instructor will let us know. SVP is such a short, intense period that good teamwork is critical," she says. "And we have it. When problems came up, we all sat down together and worked them out."



During the first week of SVP, students attend a minimum of four general sampling classes that offer overviews of what is available through NTID and the other colleges of RIT in the career areas of business, data processing, applied science/allied health, engineering technologies, and visual communications. At week's end, they select at least two programs whose classes, laboratories, and field trips they will attend for the next week. At the end of each week, they have an opportunity to explore further the same career areas or to select a different one.

At the end of this period, students may apply to a program in a department at NTID, such as Medical Record Technology, or one of the other colleges of RIT, such as the College of Science.

A student who feels unready to decide between a career in Medical Record Technology and Medical Laboratory Technology, for example, can gain some information-gathering time by electing to enter the NTID science department as a general student. Many programs at NTID give students an opportunity to begin in a preparatory or core year experience to assist them in decision making and/or skills improvement.

Students who have narrowed their career choices but are unready to decide may register as Career Exploration students and spend the next one to three quarters sampling two majors of their choice.

The style as well as the content of sampling classes naturally varies according to the subject. A random audit of classes during the last two weeks of intensive sampling revealed the following scenarios:

Marilyn Fowler, director of the Medical Record Technology Program, conducted her class in a traditional format, standing in front of a chalkboard to address her students, who were seated at desks. The day's topic was professional conduct and ethics. After discussing some "do's and don't's," Fowler quizzed the students on the proper response to some hypothetical situations.



In a Business Careers Sampling, Judith Ferrari and Mary Beth Parker positioned themselves at different ends of a room, as each spoke to a group of students clustered around a word processor.

"On a typewriter, you can't move a paragraph," said Ferrari, "but on a word processor, you can. That's why we call a word processor 'text manipulative.""

She went on to define diskettes, cursors, menus, and scrolling; while at the other end of the room, Parker briefed her class on form letters and offered each student a turn at the IBM Displaywriter.

Paula Grcevic's Applied Art class was held in the College of Fine and Applied Arts. Despite the combined distractions of an outside view and the August warmth of the classroom, students who perched on stools at drafting tables worked intently on independent projects.

They received an informational packet describing prerequisites for entry to the career area and assigning seven projects to be completed during the sampling period. The projects included learning about the options in art study available to NTID students, as well as completing exercises in technical drawing, freehand drawing, two-dimensional design, threedimensional design, working with typesetting equipment, and mathematics and measurement.

Faculty members involved in SVP are uniformly enthusiastic about the program.

"The best part of my job," says Rosica, "is seeing students go through a transition that I think is good for them. I see them challenged as well as frustrated. I see a tremendous growth in four weeks.



Night and day SVP memories were made of these....

When you talk to them the first few days, the big issues are that they're homesick, they're not sure what they want to do with 'the rest of their lives,' they didn't do well in high school math. Then their concerns change. They think about how to improve their English, how to get into a career.

"SVP is like mountain climbing—the ascent may be difficult, but you can't appreciate the view until you reach the top. We provide the tools and training to make the journey."



Going the Extra Mile

By Kathleen Sullivan

B ob Hiles, manager of college relations for Emerson Electric Corporation, sometimes gets frustrated in his job. Each year, he visits RIT to recruit NTID students for co-op positions. And each year, from a crop of 12-15 good candidates, he can choose only two.

"There's so much young talent out there—I wish we could accommodate it all," he good-naturedly laments.

In the past three years, the St. Louis, Missouri, firm has made a formal commitment to hiring hearing-impaired coop students and graduates of RIT. More than a dozen students and grads have benefited from what Hiles calls "an enlightening learning experience for everyone involved."

Emerson's Electronics and Space (E&S) Division is the largest of the company's more than 40 divisions. As part of Emerson's Government and Defense group, E&S has supplied defense systems to customers throughout the free world for more than 40 years.

Employment advisors from NTID have worked with Emerson to place students in co-op positions for several years. In 1981, Emerson became a "corporate account" of NTID, meaning that the company had demonstrated progressive hiring practices with corporate level commitment and involvement.

Much of the impetus behind that commitment came from Merle Engle, Division president, whose hearingimpaired son, Jim, attends NTID.

"We were having trouble hiring qualified people to fill our openings," Engle recalls. "Since I'd been active with the hearing-impaired community for several years, I realized that there was a pool of talent available that we hadn't tapped. The co-op program at NTID seemed like a logical way to hire hearing-impaired employees and, at the same time, obtain assistance in training our own managers and supervisors to cope with this handicap."

As Emerson's deaf awareness program began to grow, the Division formed a department focusing on human development and training. Gary Langley was hired to research and implement a com-



Electric company Career Opportunities Advisor Carol Johnson and NTID graduate Scott Hembree outside Emerson's St. Louis headquarters (Photograph courtesy of Emerson Electric Corporation)

prehensive training program that would include, among other things, accommodations for hearing-impaired employees.

When NTID training specialists Mary Rees and Eleanor Stauffer visited Emerson to present the seminar, "Working Together: The Manager and the Hearing-Impaired Employee," Langley became intrigued with "the emotionally stimulating session" in which he found himself.

"As a trainer, I feel comfortable saying that they have a very good presentation," he says. "Each time they visit, the response is overwhelming."

Through subsequent meetings with other members of NTID's National Center on Employment of the Deaf, Langley decided that the Division could do more for its hearing-impaired employees.

"We wanted to provide an information program about hearing impairment to supervisors and employees alike," Langley recalls, "but we were afraid that the supervisors would be reluctant to get involved. Happily, our fears were ungrounded."

Little by little, "almost by accident," as Langley says, the program evolved. Without an in-house expert, Langley relied heavily on Rees and Stauffer for advice and support. The 1982 arrival of Hiles to Emerson strengthened the program and began what he calls "an enjoyable association with the Institute."

As the formal liaison to NTID, Hiles is responsible for all programs involving college students hired for co-op or summer positions. Reaching all the way up to Rochester, New York, for co-op students is the farthest that Emerson goes (the company usually seeks students from approximately a 300-mile radius of St. Louis), but Hiles is happy to make the effort.

He admits that he has "a selfish motive" in wanting to create deaf awareness at Emerson. His 8-year-old son, now enrolled in private school in St. Louis, is hearing impaired. For that reason, he is particularly sensitive to the importance of educating supervisors and employees alike to the benefits of hiring hearingimpaired people.

"I feel that we do a good job of utilizing the young talent from NTID," he says. "All of the co-op students that we have had have performed well on the job, most to the extent that on reaching graduation, their managers often make them permanent offers." With that, Hiles rattles off a list of NTID students and graduates who have worked at Emerson, the most recent of whom is Barbara Crampton, a business student whose evaluation he had just completed.

"I didn't have a negative thing to say about her," he says. "She is an outstanding and sharp young woman."

Lynne Morley, NTID career opportunities advisor and the primary contact between the Institute and Emerson, coordinates on-campus recruiting and interviewing for students like Crampton.

"Emerson has done an outstanding job of placing our students," she says. "For the past three years, they have included an article on NTID in their newsletter timed to coincide with training sessions for supervisors. One year they videotaped interviews with three NTID trainers and played the tapes in the cafeteria during lunch."

Emerson's hearing-impaired employees have included a graphic artist, a drafter, a maintenance worker, and a product assembly person. Some were co-op students; others permanent employees.

Scott Hembree fits both bills. Hembree received his associate degree in electromechanical technology from RIT through NTID in 1982, and began his bachelor's degree program in electrical engineering. Hembree decided to postpone further studies temporarily, and returned to his hometown of St. Louis and his job with Emerson.

Hiles and Engle encouraged Hembree to continue his studies, and "laid it on the line" in terms of what kind of salary and responsibilities he could expect at Emerson without his further degree.

Hembree chose to return to work, at least temporarily. As a computer graphic operator, he is responsible for converting data from electrical schematics on blueprints to printed circuit boards on computers.

He particularly enjoys the intensity of deadline projects.

"Many people don't like pressure and overtime; I thrive on it. The Division has lots of contracts that in turn provide lots of projects for me to do."

Hembree is pleased with the programs that Emerson has initiated on behalf of "the deaf community" at E&S, but sometimes wishes that "things didn't take so long to get accomplished," such as the lag time between his request for a TDD and actually getting one.

For all his good-natured impatience, however, Hembree admits that "the per-

sonnel department is really trying to get the best for the deaf employees. The services that they have provided for hearing-impaired people make me feel lucky to work at Emerson."

"Each time we have co-op students," Hiles says, "we try to listen to their concerns. We ask them to put their thoughts in writing and then we can act on them. One example was moving Pam Zorens into the personnel area."

Zorens undoubtedly is the central figure in Emerson's deaf awareness program. Formerly a clerk in the Engineering Department, she now coordinates all hearing-impaired communication activities and is believed to be the only fulltime interpreter employed by the company. Her duties include interpreting during departmental and divisional meetings and medical emergencies; assisting people with TDDs; interpreting during entrance and exit interviews of hearingimpaired employees; and identifying the overall needs of deaf employees at the division.

She has been in her position since June, and likes to believe that she has made a difference.

"When I first began interpreting," she says, "I got an immediate response from the employees."

Five years ago, Zorens was learning sign language on an informal basis while working at an insurance company. She used her skills as she and her husband helped a friend who was setting up deaf ministries in the St. Louis area.

After joining Emerson, and spending two years in the Engineering Department, Zorens was transferred to Personnel, to fill a position created specifically for her.

"During my first two years at Emerson, I did a limited amount of interpreting," she says. "But as more and more deaf employees were hired, the demands on my time became greater."

Zorens is working toward her certification in sign language interpreting. This fall, she took a course in American Sign Language (ASL), which she hopes will help her communication skills with employees who prefer that method. (Other hearing-impaired employees use what Zorens refers to as "Pidgin Signed English.")

Zorens' schedule involves interpreting at large meetings, accompanying hearing-impaired employees to meetings or discussions about new projects in which they're involved, and assisting during entrance and exit interviews for co-op students.

"I ask the college recruiters to notify me when the students are coming," she says, "so that I can interpret if necessary. I'm here when they come in, and I'm here when they go out," she laughs.

Zorens takes her responsibilities seriously, and has been instrumental in disciplinary meetings involving hearingimpaired employees and supervisors.

"I have been able to help an employee present his side of the story," she says, "with the result that both parties were able to work out the situation without any potential significant discipline problems."

Zorens' TDD allows her to communicate with employees in other buildings, who frequently contact her to arrange her services. Supervisors also may request her presence at meetings or interviews. She admits that she may soon find herself spread a bit thinly.

"We're investigating the possibility of taping meetings that I'm unable to attend and then later interpreting them one-toone with the employee," she says.

Other ideas, according to Langley, include having Zorens provide sign language training to her fellow hearing workers, and getting her more involved with the practical needs of hearingimpaired employees.

"I think that we've focused so much on the needs of a hearing-impaired person's co-workers that we've occasionally missed out on the employee's needs," he admits.

"When Pam first started interpreting, I worried that she wouldn't have enough to do. Within three days she proved that my fears were unfounded. The response from our supervisors has been great. Although they are not in any way pressured to accept hearing-impaired employees, many now hire them on their own. We've gained a lot of ground in two years, but there still is a lot more that we can do."

Karen Jacaruso & John DeNaples: Opposites Attract

By Tom Willard

The pictures on the dining room wall grab the eye. Several snapshots, taped together to form two panoramic views, provide a study in contrast. The first shows New York City, a jumble of skyscrapers glistening in the morning sun. Beneath this thoroughly urban image lies a tranquil country scene dominated by the colors of nature.

The contrast is intentional. For Karen Jacaruso and John DeNaples, the images serve as reminders of their roots.

Jacaruso, the cosmopolitan New Yorker, and DeNaples, the self-professed country boy from suburban Ohio, met in 1981 as students at NTID. In spite of their distinctly different backgrounds, or perhaps because of those differences, they took a liking to each other. They are now planning a future together: they will be married June 1 in Brooklyn.

DeNaples may have the country in his blood, but since his 1983 graduation he has been getting a taste of city life. He now lives in Passaic, New Jersey, where he boards the 7 a.m. train each day for the 50-minute trip to the World Trade Center in New York City. On arrival, he rides one of the 104 elevators in Building One to the 68th floor, where he works with the Management and Budget Department of the Port Authority of New York and New Jersey.

He accepted the job partly to be near his fiancee, a life-long Brooklynite. He will have to be patient. After graduating from RIT in 1982, Jacaruso returned to Rochester to study for her master's degree in education. She is enrolled in the two-year Educational Specialist program, sponsored jointly by RIT and the University of Rochester.

Jacaruso, the only hearing-impaired person now enrolled in the program, has wanted to teach deaf children all her life, she says. Her inspiration comes from her brother Robert, who is one year older and profoundly deaf.

Her brother attended special schools for deaf students while growing up, and Jacaruso, who was mainstreamed in New York's public schools, is not particularly



City slickers Karen Jacaruso and John DeNaples enjoy a postlunch walk in lower Manhattan.

impressed with the educational methods used in those schools. "They spend so much time on speech training and so little time on things like math and science," she says.

Her brother also attended RIT and graduated last May with a bachelor's degree in engineering. Like DeNaples, he found a job with the Port Authority.

While her brother and her future husband labor high above New York City, Karen Jacaruso remains in Rochester, preparing for a career in education. Practice teaching is an important part of her program, she notes. For two months last spring, Jacaruso taught students of all ages at the Rochester School for the Deaf. "The students were great," she says. "It was a lot of work, but it was worth it."

After graduating, Jacaruso will be certified to teach biology, chemistry, and general science to hearing and deaf students at the secondary level. She hopes to teach high school students in the New York area. "The good thing about this program is that we are trained to teach



An inspiring view of New York City lies a short distance from John DeNaple's desk.

both hearing-impaired *and* hearing students. That way, we have more flexibility."

The workload can be heavy at times. She recalls her first semester as the most academically grueling period of her life. "I had five classes and found myself studying constantly, to the point where I couldn't sleep and had no time to eat." Halfway through the semester, exhausted and discouraged, Jacaruso went home for a week and gave some thought to dropping out of the program.

"My parents suggested I drop just one class instead and see if that would help." She took their advice, and was able to finish the term. The workload has become more manageable, she says, but she will never forget that strenuous first semester.

DeNaples is no stranger to hard work, either. "John is hyperactive. He always has to be doing something," his fiancee says with a laugh.

His first job, at age 11, involved recycling newspapers and glass. He also has been a paper carrier and a lifeguard. While attending RIT, he worked five years at the residential dining hall. "I like to keep busy," he explains.

"Busy" accurately describes his current status at the Port Authority, where he helps prepare the organization's annual budget, a complex process requiring nine months to complete. In addition, he reviews applications for personnel changes. "When another department wants to create a new position," he explains, "the paperwork flows through me."

He prepared for his job by studying accounting at RIT. After one year in NTID's accounting program, he cross registered into RIT's College of Business, where interpreters, notetakers, and tutors helped him keep up with his hearing classmates.

Jacaruso also cross registered. She studied medical technology her first year, but began to feel that her career opportunities might be somewhat limited in that field. She changed her major to biology after two quarters. "Biology is such a broad field," she says. "You can work with humans and animals, plants and cells, in ecology and other areas. There are so many opportunities."

For a time, Jacaruso thought about becoming a veterinarian, and she worked two summers to gain some experience in that field. In 1980, she worked at Cardiopet, a veterinary clinic in Brooklyn, where she assisted in the physiological



evaluations of cardiac abnormalities in dogs. "There are not many animal cardiologists in the United States," she explains, "so veterinarians around the country can call Cardiopet and, by hooking the animal up to a special machine, receive an accurate diagnosis over the phone."

The following summer, Jacaruso worked with Argonne National Laboratory in Chicago. She was one of 100 honor students selected from across the nation for a government-sponsored program that places students in jobs according to their fields of study. She helped conduct experiments studying the effect of radiation on humans, using dogs as research subjects.

Through this work experience, Jacaruso narrowed her career goals. Similarly, DeNaples used his co-op requirements to sample the accounting profession. For two summers he worked in the Audit Department at General Motors in his hometown of Dayton. He also worked with IBM in Florida for six months in 1981. His co-op experience, he says, helped him get his job at the Port Authority.

There are many benefits to working at the World Trade Center, DeNaples says. He enjoys looking out on the city from his high vantage point, and marvels at the rapid construction of a nearby office building. Several friends from NTID work nearby, including Lauren Adasko,

Live and learn The library at the University of Rochester is a favorite haunt of Karen Jacaruso.

a 1981 biology graduate who works two blocks away as a biological laboratory researcher. Coincidentally, Adasko was DeNaples' resident advisor during his first year at RIT.

Working 700 feet above the city might bother some people, but DeNaples is accustomed to heights. An experienced pilot, he has made 238 flights since 1974 in a small sailplane. Sailplanes have no engines, and are towed up by other planes and then released in the air.

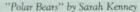
"I love the view from up there," says DeNaples, whose longest flight has been five and a half hours. "I get a feeling of freedom and peace when I fly."

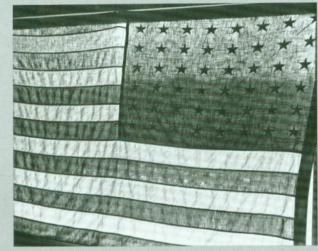
DeNaples has found his flying time limited since starting his job, but the ambitious 25-year-old finds other ways to keep busy. He is currently studying the income tax laws and plans to start a tax preparation service for hearingimpaired residents of New Jersey. "There is a strong need for this kind of service," he remarks.

Though he generally likes working in New York, DeNaples has one complaint. "The environment is nice and the people I work with are friendly, but everyone is always in such a hurry."

"He always says that," Jacaruso adds with a laugh. "John is still not used to the fast pace of the city."







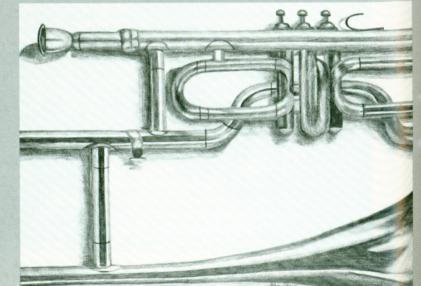


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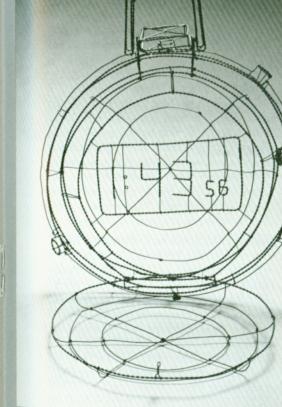


"Untitled" by Tom Willard



"Trombone" by Robin Shayew

"Huntspeedball Ad" by Martha Laura Garza



'Pocket Watch'' by Chuck Tyler

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"Untitled" by Tim Graff

NTID Student Honor Show

E ach year, NTID's School of Visual Communication Careers presents an exhibit of student work. Faculty members meet in the spring to select the best work from the past year, and the resulting collection is displayed throughout the summer in NTID's Mary E. Switzer Gallery. Photographs, paintings, drawings, and sculpture combine to form an exciting, dynamic show. A selection from last summer's NTID Student Honor Show appears on these pages.



Getting Back in Touch

By Ann Kanter

Vory towers are suitable breeding grounds for philosophers and poets, but not for teachers of business careers. These instructors draw their inspiration from the fast-paced worlds of banking, computers, and industry. To keep their skills sharply honed, from time to time they must leave the classroom and return to those other worlds.

Belief in this need for teachers to refresh their skills inspired the returnto-industry or "Back-in-Touch Experience" (BITE) program proposed in 1981 by two NTID faculty members. Associate Professor Christine Licata, chairperson of the Business Occupations Department, and Instructor Daniel Pike, program coordinator, outlined a plan whereby Business Occupations faculty members would formulate, set up, and carry out a four to six-week summer work experience with selected local firms.

Faculty members interested in participating would write a proposal naming the company with which they would like to serve and explaining the relevance of the proposed experience to their teaching responsibilities.

The BITE proposal was approved in the spring of 1982, and each summer since then, two instructors from the **Graphic imagery** Marie Chapman makes use of an IBM terminal's graphic display at Eastman Kodak Company.

Business Occupations Department have forayed into the business community.

In the summer of 1983, Mary Beth Parker and Michael Camardello both elected to work at First Federal Savings and Loan Association of Rochester. To be sure that students were receiving optimum training for business careers, Parker and Camardello chose entrylevel positions such as students might fill in their first jobs. Parker worked as a word processor operator, to sharpen her skills and enable her to add word processing to the typing and business procedures classes she already taught. Her hands-on experience at First Federal accomplished this.

She also learned about Reportpack, an advanced function of the IBM Displaywriter system for creating, maintaining, and printing files. This gave her a preview of a Displaywriter capability that was in the process of being developed as part of NTID's word processing curriculum.

Parker's major responsibility at First Federal involved processing form letters and merging them with lists of customer names, account numbers, and dollar amounts. During busy periods, she had to work under the pressure of meeting deadlines—such as keying a list of approximately 100 names into the system, merging them with the letters, and printing out the letters and envelopes—all within a period of two hours.

"I learned firsthand about the paperflow, from the creation of a document through the full cycle of revisions, to the final copy, as well as about the amount and kind of work required of a word processor operator. This is invaluable information for me to share with my students," she said.

Subsequent to working at First Federal, Parker was a partner in developing the curriculum for the Word Processing III course.

Supervisors at participating BITE firms are asked to submit reports evaluating the BITE program and the performance of BITE instructors. Parker's supervisor said, "Mary Beth's able assistance during hectic periods freed me from word processing and gave me the time to handle my managerial functions. It also made me aware of the need to increase our present staff." The report went on to suggest a reciprocal experience for business-industrial personnel to test out educational-institutional training.

Camardello worked as an accounting clerk in the areas of accounts payable, taxation, mortgage and banking, general ledger, and payroll.

His experience confirmed his conviction about the importance of gaining a broad perspective on computer applications. "Knowledge of one system is transferrable to others," he says, "but we must train our students to be flexible in adapting from one to another."



Camardello says that this is done by introducing them to as many different hardware systems and software packages as possible. NTID's School of Business Careers' hardware includes the IBM Displaywriter (a word processor), GIGI terminals connected to the VAX mainframe, and microcomputers such as the Apple II, IIE, and IIE+.

The school's microcomputer software inventory fills a single-spaced, typewritten page and includes such well-known packages as VisiCalc, Controller, Peachtree, and Lotus 1-2-3.

"Our hands-on experience at First Federal helped us plot our future curriculum," he adds. "We learned that local area networking [the process of hooking up microcomputers to a mainframe system] will become prevalent, so we will plan for these changes."

Camardello was impressed with the advantages offered by Lotus 1-2-3 because it contains data base and word processing capabilities, in addition to spreadsheet applications available in the VisiCalc package already in use at NTID. Lotus 1-2-3 will be added to the accounting curriculum, offering students another software package. At the keyboard Judith Ferrari helps a student with a computer project.

In addition to the intrinsic benefits of software packages, Camardello explains the importance of training students to use them. "Offering students the opportunity to work on many different software packages develops their ability to transfer knowledge from one to another, as well as imparting a feeling of ease with computers."

Camardello has always been a teacher, and except for a couple of summers working in his parents' business, his experience at First Federal was his first venture into the business community. His exposure increased his awareness of the need to strengthen students' reading and writing skills. This can be done, he says, by giving them more assignments that include writing and individual class presentations. Teachers should also continue to develop students' personalsocial skills and encourage them to work on group projects, he says.



Help from a friend At First Federal Savings and Loan, Mike Camardello gets some pointers on using the computer.

Commenting on the BITE program, Thomas Gill, First Federal's manager of accounting operations and Camardello's supervisor, said, "BITE seems to be a good program, and should be expanded into other industries. Our company is small, and we don't have many openings for entry level accountants—but we do have some. I'm sure Mike's experience was beneficial for him—and his work in several different areas gave him a broader outlook of the work environment, and an insight into what might be expected of students when they begin their careers."

This past summer, Judith Ferrari and Marie Chapman worked at Wang Laboratories, Inc. and Eastman Kodak Company, respectively. Ferrari explains that she and Chapman had different objectives for their BITE experiences than Parker and Camardello. Rather than assessing their students' skills by serving in entry-level positions, Ferrari and Chapman worked as peer employees, selecting slots where they could refresh their own skills and update their knowledge of state-of-the-art technologies.

Ferrari chose a position as an assistant trainer in the customer support area at Wang in order to compare the training given to industrial employees with what NTID gives its students. She worked along with Judith Squire, a Wang system support analyst, part of whose job is to train employees of firms purchasing Wang equipment.

Ferrari described her experience at Wang as "a symbiotic relationship, where I gave as much as I received. They teach a basic course four days a week, and I walked in and started helping people, or teaching certain aspects myself."

She also accompanied Squire on company calls and attended a local golf tournament to enter data from that event. Her assistance was so valued that she was asked to help out again at the Ladies' Professional Golf Association Tournament.

When Ferrari was working with Wang customers, she was identified as an RIT employee. "This was good for Wang's image," she says, "because customers must have been impressed with the individual attention they received."

"When Judy left, I really missed her," says Squire. "We had worked hand-inhand for four weeks, and she was my right arm."

In her free time, Ferrari says she worked on the system, "to better understand the upper level material.

"Customer firms pay their employees by the hour, employees learn 'under the gun,' and they therefore work under pressure that our students never know," observes Ferrari. This would be true of any college freshman, she adds. To better prepare NTID students for such pressure, however, Ferrari feels they should be taught time management and organization and have the responsibility of meeting tight deadlines.

"We need to teach them that they are preparing not just for a job," she says, "but for a career. A job is something you do with your days, but a career is something you do with your life."

"The BITE program is excellent," says Russell Waeghe, Ferrari's supervisor at Wang, "because it allows educators to get back to the 'real world,' rather than just learning from a textbook.

"Judy Ferrari was very beneficial to us. This was the first time we participated in the BITE program, and we had the opportunity to interview Judy before she came aboard. That was necessary because we're a very hectic office, and not every person can fit into this kind of an environment.

"We would be happy to host another BITE participant."

Chapman had her BITE experience with Kodak's Automated Office Systems group, which is comprised of Office Systems Consultants (OSC) and the Information Resource Center (IRC).

"It was a great opportunity," she says, "to see what kinds of jobs exist in the business community.

"OSC makes needs analyses for the implementation of office automation technologies," she adds, "and subsequent recommendations to other departments. The IRC acts as a support center for in-house training on various hardware and software products."



Hands-on experience Mary Beth Parker instructs a student.

Before she started at Kodak, Chapman established the following goals: to evaluate hardware and software products and their direct applications; to assess the skill levels, available equipment, and productivity measures in the secretarial area; and to organize training programs for word processing, phototypesetting, and telecommunications.

Chapman spent two weeks in the OSC shadowing Carol Palcic, an office systems consultant, as she interviewed patent area personnel about the need for updating their equipment.

She spent a week training on the word processor "Syntrex," that at the flip of a switch can function as a typewriter to do envelopes and short notes not needing retention. Chapman explains that each person in the IRC specializes in one area such as software, hardware, computer graphics, IFPS (a financial planning time-sharing package), and EKINDEX (an information storage and retrieval system). She spent a day working in each specialty.

Benefits that Chapman brought back to NTID include information about the equipment she saw and the varied responsibilities of Kodak personnel which she will share with her colleagues as well as with her students. In addition, she arranged with Kodak to give her students a tour of its facility in the fall. Besides familiarizing herself with the latest equipment, Chapman was able to assess how appropriate it would be for use in the NTID curriculum. Her experience reinforced the continued need for the School of Business Careers to be involved in telecommunications with other peripherals, perhaps in another building. This would make it possible, for example, to feed information to a computer and telecommunicate it to a phototypesetting system with the capability of typesetting copy in various styles and sizes.

Although Chapman's supervisor, James Converse, felt that BITE's impact on his company was "basically neutral, in terms of our unit's actual operations," he added that "Marie is a delightful person, and our whole staff enjoyed having her here this summer.

"The program works very well from my perspective," he added, "and I encourage instructors to have as much 'real world' experience as they can. As a potential employer of NTID students, I'd like them to get as true a picture of the working world as possible."

All of the program participants agree that NTID students are receiving good training to prepare them for the world of business, but as Chapman says, "They need the edge of being in the forefront of technology. To put them there, you must see what's available—like Lotus 1-2-3." In his report on the BITE program at the end of the summer of 1983, Pike noted that it serves two important functions with respect to NTID's mission.

First, it provides an opportunity for faculty members to keep current with the "real world" aspects of their areas of expertise, which can have significant curriculum implications; and second, it sensitizes "outsiders" to concerns and issues related to employment of the deaf. In effect, it can provide a "foot in the door" for graduates.

Pike would like every Business Occupations faculty member to participate in the BITE experience. He would also like to expand the number of participating industries, possibly even returning to those that have already provided such beneficial experiences.

Dr. Licata views BITE as a link uniting the School of Business Careers faculty members and curriculum with the world of business and industry. "This link will enable faculty members to update their skills continually to remain current with an ever-changing technology," she says.

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Speech is silver, but... Silence is Golden

By Kathleen Sullivan

orty-one pairs of eyes were riveted on Torrie Armour as she stood in the front of the room and, through mime, body language, and facial expression, transformed herself into fictional movie hero Indiana Jones. First, her fingers swept the imaginary brim of a wide hat; then she casually zippered a battered leather jacket and brushed the dirt off her well-worn khaki pants. By the time she reached to her hip to unroll the whip that is Jones' trademark, everyone knew who she was portraying. Without saying a word, she had displayed the importance of accuracy in description, and showed just how much can be communicated without words.

Armour's impromptu performance took place during "Celebrity Night" at NTID's third annual Silent Retreat, designed to improve the communication skills of faculty, staff, and community members. On the final night of this intensive three-day session, all 41 participants took their places at center stage to impersonate, among others, E.T., Michael Jackson, Richard Nixon, and tennis great John McEnroe.

The setting for this "plunge" into the world of deafness was the Notre Dame Retreat House in Canandaigua, New York, about 40 miles south of Rochester. The retreat is offered yearly by NTID's Communication Training Department. Participants included new faculty members, veteran staff members, and representatives of local health agencies.

The "celebrity parade" is typical of the creative activities that take place during the Silent Retreat. Be warned, however, that the retreat is not for wallflowers. One must be willing to take chances, make mistakes, shed inhibitions about communication skills, and aggressively use any and all means—except voice—to get one's ideas across. It's 72 hours of being pushed, pulled, tugged, drilled, and coached in everything from creative sign language to the proper use of specialized signs called classifiers.

An agenda distributed before the retreat described some of the planned activities, which included workshops on fingerspelling and American Sign Language, exercises in facial and body movement, and instruction in creative signing. There were *no* instructions on how to convince an elderly waitress that breakfast just wasn't complete without peanut butter; how to muster up the nerve to approach a group of confident signers and join in the conversation; and how to squelch an overwhelming desire to turn on the radio or television.

Much of the retreat was spent in small group sessions, practicing both expressive and receptive communication skills and acting out "situation cards." ("You are waiting for an elevator that never comes, so you take the stairs...") But there also were generous breaks, during which participants were free either to seek out (non-verbal) conversation or



A shaky start Participants at the Silent Retreat ''get to know each other'' before going inside for an early dinner.

simply relax. Most chose to sit on benches overlooking Canandaigua Lake and absorb the sounds: a motorboat on the lake below; a distant lawnmower whirring into action; the wind blowing through the trees.

The relaxed atmosphere was due, no doubt, to the instructors-who included hearing and hearing-impaired members of several NTID departments-and workshop coordinators Larry Arthur, Barbara Ray-Holcomb, and Sam Holcomb, the latter of whom provided comic relief at every turn. Holcomb's scripts for "Fantasy Island" and "Love Boat" were worthy of a Hollywood perusal, but there were lessons to be learned in his stories as well-particularly that deaf people sometimes prefer to deal with the world on their own terms, defining "success" by their own standards rather than by those of the hearing majority.

The "informal" lessons learned in casual conversation were valuable as well, particularly those that revealed nuances about deafness of which many participants were unaware.

Barbara Ray-Holcomb good-naturedly shed some light on the subtleties of conversational etiquette.

"When a hearing person talks to a deaf person," she said, "the hearing person has a tendency to use the other person's name constantly—"Hi, Barbara.... Barbara, can you join me for lunch.... See you later, Barbara....' Sometimes I feel like yelling, 'I'm right here! You don't need to keep using my name!""



Chapel setting The chapel at the Notre Dame Retreat House offered a quiet spot for reflection.

Similarly, when hearing-impaired people describe other people in conversation, not knowing the person's name is no obstacle. Instead, a variety of descriptive adjectives and classifiers are used to paint a "visual portrait" of a person (tall/short, curly/straight hair, teacher/ counselor, etc.).

Body language also is crucial. Where a person positions himself when introducing someone to a group says much about his relationship with the new group member. If the person stands close to or touches the new member, that signifies confidence and acceptance, and the member will be more warmly received. Although such details may seem trivial to those experienced with deafness, to many at the retreat, they were revelations.

Three days, six meals, and a dozen workshops later, the 41 individuals who hesitatingly sat down to dinner that first night ended the retreat as a unified group. Gone were the pangs of nervousness at having to expose a real or imagined lack of sign skill.

When Larry Arthur announced that the retreat was formally over, a collective sigh rose...followed by the excited buzz of verbal conversation. One participant immediately expressed his desire to 'go home and sleep for 10 hours''; another continually forgot to use his voice when signing with hearing-impaired friends and seemed bewildered at his predicament; and more than one radio was heard blaring as cars retreated from the Notre Dame grounds. All, however, agreed that the Silent Retreat had been a stimulating and valuable lesson in ''the deaf experience.''



Working in small groups allowed participants to learn more about interests and skills.

"On location" with RIT photography students

By Tom Willard

ohn Hayes and Keith McFarland are two NTID students who don't mind going out of their way to improve their photographic skills.

Last summer they traveled 450 miles from Rochester to the beaches of Cape Cod to take part in a special RIT photographic workshop. For two weeks they explored the environment, using cameras to record the beauty and serenity of a place that McFarland says is "hard to describe in words."

No words are needed. Both students returned with several hundred photographs capturing their own unique interpretations of the area.



Keith McFarland

Hayes and McFarland were the only hearing-impaired students among the seven RIT photography majors who participated in the workshop. At the time, both were cross registered into the RIT School of Graphic Arts and Photography, where they received support services in the form of tutors, notetakers, and interpreters. No support was needed during the workshop, though, for "We were on our own shooting pictures most of the time," Hayes explained.

For Hayes, Cape Cod is characterized by what he calls "patterns of nature." His photographs feature many close-ups of "small art forms on the beach." In one image, a crescent-shaped broken shell surrounds a small group of multicolored pebbles. In another, the colorless skeleton of a stingray lies hidden within the tall grass and seaweed along the shore.

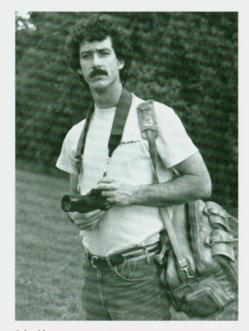
McFarland's approach features a style he describes simply as "photo illustration." Several of his photographs show a landscape interrupted by a single reminder of man's presence. One photograph shows a solitary rowboat lying on an otherwise deserted beach. In another, two beach umbrellas provide the only contrast between the white sand and the deep blue sky.

"Our instructor, Kathy Collins, checked with us every day and suggested interesting places to photograph," Hayes noted. "At first she was a little apprehensive about our hearing impairment, but after a few days she saw that we were doing just fine." The group stayed in a cluster of cottages on the beach of Truro, just south of Provincetown. Hayes noted that the well-known photographer Joel Meyerowitz stayed in the same cottages while working on his book "Cape Lights."

Collins cautioned participants to establish a schedule for photographing, "so you won't feel guilty lying on the beach." Thus, many of the students rose early to take pictures in the faint light of dawn. "We would wake up at 6:30 and find everyone already gone," said Hayes.

"We wanted to get an early start, too, but we forgot to bring an alarm clock," he added. "So we just stayed up all night.

"When the sun came up we went out and took pictures for awhile, then came back to the cottage and slept half the day."



John Hayes

A spirit of togetherness was evident among the group, although individual members were frequently off on their own taking pictures. One night they had a bonfire on the beach, enjoying the good weather of an evening so clear "you could see the whole universe," said Hayes.

Though photography was the main purpose of the workshop, Hayes and McFarland managed to find time for other pursuits. One night they borrowed their teacher's van to drive to a bar in nearby Wellfleet to watch the basketball playoffs between Boston and Los Angeles.

"As the only L.A. supporter, I got a lot of funny looks," said Hayes, a native Californian. "But it didn't bother me a bit."

Aside from that experience, they had very little contact with the outside world. "No radio, no newspaper, and no captioned television," McFarland remarked. "We put a home-made sundial in front of the cottage so we'd know what time it was."

"The class was fantastic," said Hayes, who used the six credits he earned to finish the requirements for his degree in Biomedical Photography. "It was a perfect way to end my four years at RIT." McFarland, who is enrolled in the same program, agreed. "It was a good opportunity to develop my portfolio and have a vacation at the same time."

Back in Rochester, the class spent two weeks making prints of their best photographs, culminating in a critique on the last day. In a relaxed atmosphere, the students hung their prints and commented on each other's work. A surprising diversity was evident, as each person chose to focus on a different aspect of Cape Cod. One student used a 4 by 5 view camera to create an Ansel Adamslike view of the landscape, producing large black and white images with nearly every grain of sand visible; another explored Provincetown from a photojournalistic point of view.

"Everyone has his own interests," Hayes observed. "Some students brought a lot of equipment and experimented with different things. I just brought my 35mm camera and one lens, so I could move around easily and focus on one subject."



Clapboard charm This tidy row of seaside cottages caught McFarland's eye.

Seaside shadow

Hayes captured this view of a weatherbeaten pier.



But bringing just one camera on an extended photo expedition is risky, and sure enough, midway through the workshop Hayes' camera broke. "Fortunately the teacher had the same kind of camera and she let me use hers." Hayes and McFarland have a number of photographs to go with their memories of Cape Cod. But Hayes has one regret. "I wish we could have stayed longer. Two weeks just isn't enough time to enjoy all that Cape Cod has to offer."

One-of-a-Kind PROGRAM



One-of-a-Kind MAN

By Ann Kanter

Patrick Coyle, founder and director of NTID's Optical Finishing Technology (OFT) Program, began his career at the age of 16, as a messenger pedaling his bicycle to deliver eyeglasses for Bausch & Lomb, Inc. in his hometown of Philadelphia. He still delivers.

But what he delivers today is a corps of skilled optical finishing technicians whose numbers are never enough to keep up with the demand for their services. Just last June, while attending a convention of optical finishers in Toronto, Coyle had to turn down an employment request for a graduate.

"You're late, they're all gone now," he reports saying, and then adds, "The field is so hungry for skilled workers—I can't see when it will be saturated."

NTID's Optical Finishing Technology program is unique in the country—it is the only program training deaf people to be optical finishing technicians. Students learn to finish eyeglass lenses, check them for defects, and fit them into frames.

Graduates may work for vision care specialists or in the applied optics field. Yet, despite the need for optical technicians, very few training programs exist, even for hearing people.

"There's not a clear understanding of the field," explains Coyle. "Many people think that doctors make glasses. We belong to the National Federation of Opticians Schools," he says, adding that three of the schools closed recently for lack of quality teachers.

"There are plenty of dispensing opticians, but not good lab technicians. That's what we turn out."

The 100 percent placement rate of OFT graduates is due, however, to more than a need for qualified technicians. Thanks to his frequent attendance at technical meetings throughout the country, Coyle has countless contacts in his field. As evidenced by letters of appreciation they have written him, his placement of students with them is a mutually beneficial service.

Coyle was an area manager at Bausch & Lomb in Rochester when he was asked to set up the Optical Finishing program at NTID. A professional contact who was also serving on an NTID committee seeking candidates for that job asked Coyle if he would do it. The request came at a good time.

Bausch & Lomb had transferred Coyle from its Syracuse, New York, office to Rochester in 1973, but he did not enjoy the "rat race" atmosphere of the home office. His well-known sense of humor surfaces when he is asked why. "They have big wheels, and little wheels," he explains, "and wheels that go 'grrr'."

Coyle was ripe for a change, and the position at NTID intrigued him. "I'd been a teacher all my life," he says, "doing on-the-job training in industry. But it was not a structured situation, and I knew this would be different."

He recalls his day-long interview with Dr. Robert Frisina, then NTID director. Frisina inquired about his retirement setup at Bausch & Lomb, and when Coyle answered that he was fully vested, Frisina asked, "Suppose this doesn't work out, what will you do then?"

"I'm not planning to fail," Coyle replied, then added, "I knew I had long experience in the field and key connections. That's important for placements and promotions, because 90 percent of our equipment is donated."

When he came to set up the program in August 1974, Coyle had to start from scratch. The lab, as he describes it, was a big room with 12 boxes. They contained machinery, equipment, and lenses.

"Eleven students had registered for the program," he recalls. "I wasn't supposed to begin until the next semester, but I was asked if I could get something together and start.

"I had to work off the top of my head," he says. "There were no textbooks. It was all handed down from father to son, or from technician to apprentice. I used one in-house book from Bausch & Lomb, but the rest was in my head.

"One thing came through loud and clear," he says. "I was going to teach the students to do things the right way—I wouldn't stand for sloppy work. I'd write 'sloppy' on the board and ask, 'Do you understand this word?' If they didn't, I'd explain it, and tell them that nothing sloppy was acceptable. When they leave here, they do things right."

Optical finishing classes are kept small, with about 12 students to one teacher. "One thing about working with deaf students," says Coyle. "If you see them about to make a mistake, you can't holler at them to stop. They need a lot of individual attention, and they get it.

"The first quarter is devoted completely to theory," he explains. "In the second quarter, we get into lab work. That requires good math skills—it isn't easy."

To let students experience a real work situation, Coyle sets up every Wednesday as "student instructor day." Each student takes a turn preparing for and running the class. Performances are graded, and marks are included in the final quarter report.

In addition, each student is lab supervisor for a week. Acting in this capacity makes the student as well as the instructor aware of whether he has mastered the required material. "The last quarter," Coyle says, "we don't even use sign. It's like a real job. It's up to students to get their message across."

Keenly aware of the value of good communication skills in the optical finishing field, Coyle has made special efforts to help his students in this area. English Specialist Larry LoMaglio, who has developed reading laboratory materials for OFT students, tells how in 1979, he and Coyle collaborated on this special project. Coyle supplied LoMaglio with material selected from technical journals to use as a basis for his reading lab lessons to OFT students. Subsequently, the English Learning Center instructors incorporated these lessons into their program.

Coyle also set up a project with Professor Diane Castle, a telecommunication specialist. Agreeing that good telephone skills aid employees in achieving upward mobility, Castle used technical optical terminology as a basis for lessons and telephone conversations with Don Shaw, an OFT student. Assuming the role of a customer, she placed an order, then asked him to confirm it.

She taught him how to do this by spelling out words and breaking down numbers so that a "15," for example became a "one, five." Shaw, who started out as an apprentice technician after graduation, now works without supervision in an optical laboratory in Las Vegas, Nevada.

Coyle has a file cabinet full of letters from former students who write asking for advice or just to update him on their activities. Some have invited him to their weddings. Ask him about any one



In the thick of things Pat Coyle surrounded by students in an OFT class



of them, and he can tell you where they are and what they're doing.

One former student called long distance to say, "I wish I was back in your inventory control class—I'd pay better attention this time."

OFT Instructor John Monna, who worked with Coyle as a salesman at Bausch & Lomb, and whose NTID office adjoins Coyle's, says he is like a father to his students. They drop into his office easily for advice or for a chat. Whether by design or subconscious expression of his own attitude toward life, his very office must communicate to them.

At least half a dozen signs brighten the walls, a melange of the amusing and the philosophical. "Krowemoh etah I (read it backwards)," says one, and another declares, "Only failure can be obtained without effort."

The Rev. Lawrence Mothersell, of NTID's Academic Department of Human Development, describes Coyle's relationship with his students. "Pat doesn't just discuss lenses with them, but talks about books, and movies, and all the things you would talk about with anyone."

Frederic Hamil, Applied Science/ Allied Health chairperson and Coyle's boss, describes him as "vigorous, trustworthy, and vocal." He chuckles over the last word, adding, "He has a flair for expressing himself in the English language that could curl the paper off the walls." Hamil praises the transition Coyle made from his industrial background to the academic life. He attributes Coyle's "quality program" to his professional expertise and sincere interest in his students. "But NTID has not consumed his life," he says, adding that Coyle is "a family man," and active in the community, having served for many years as a member of the Henrietta Volunteer Ambulance Corps.

Coyle confirms his family's importance to him. "I was raised on the streets, if you want the nitty gritty of it," he explains. He credits his wife Bertha with "straightening me out." They met in a skating rink, when a friend of Bertha's "made the mistake of introducing us. She didn't like me in the beginning thought I was a wise-acre," he says, adding, "She probably only dated me out of curiosity—to see if I really was as bad as she thought."

Then, one Sunday night, they ran off to Maryland and eloped. His sister-inlaw said, "Bertha's too good for you," and didn't give the marriage six months. Whatever the sister-in-law's strong points, clairvoyance is apparently not one of them, for last January the Coyles celebrated their 48th wedding anniversary.

Coyle glows when he talks of his three children and six grandchildren. One son is a tax lawyer in Hartford, Connecticut; another is an instructor of physics, biology, and marine biology in California; and a daughter in Albany is a social worker. An open door Coyle's comfortable office is filled with pictures and sayings that reflect his unique personality.

They all live too far away to suit him, but he relishes having "a big mob" at the house for Thanksgiving and Christmas and often dons a Santa Claus suit to delight the youngsters.

"He's got a hobby—H.O. model trains," says Hamil, "and I tell him, 'Anybody who enjoys model trains can't be all bad."" This teasing remark, typical of the way his friends and associates relate to him, is in itself one measure of the man.

Great kidder though he is, Coyle is serious when it comes to his work and an expert at putting in his place anyone who denigrates his specialty. To illustrate the point, he tells this story:

When he was working at Bausch & Lomb, he and a group of buddies used to meet after hours at a local watering hole, where the talk often centered on their jobs. "One time," he remembers, "a pompous individual approached us and insisted, 'Making eyeglasses is no big deal. Anyone can do that."

Coyle said nothing, but took from his pocket a pair of blank lenses, a pair of eyeglass frames, and a prescription. "Go ahead," he said, "I'll give you \$10 if you can make these up."

The man looked at the prescription and said, "I can't even read this darned thing." Coyle didn't feel it necessary to say another word.

Coyle was appointed recently to the National Board of Opticianry as a member of the Commission on Accreditations onsite evaluators team. But titles don't mean anything to him. "I don't have to impress anybody," he says.

Mothersell corroborates, "Pat can rub shoulders with J. Paul Getty or a bag lady, but Pat is Pat, wherever he is."



FOCUS on **Dr. James Meyer**

By Emily Andreano

"hen I came to work here, my supervisor, who is deaf, said I could ask her anything I wanted about deafness. Anything.

"Almost from the onset I found myself running into her office, barraging her with all sorts of professional and personal questions: How do you feel about this? What do you do to handle that? "The combination of psychology and deafness had such an incredible impact on me that I found myself taking a lot of personal feelings home. Sometimes I'd lie awake in bed for hours, thinking about my own two small children, and wondering about a lot of 'what if's?' What if my child were deaf? What if I were deaf and my child were choking in the middle of the night? What if someone were kidnapping my children and I couldn't hear them screaming for help? What if they were drowning in the bathtub and I couldn't hear them? What's that like for a deaf person? That kind of thing can be dangerous if you don't have someone with whom to share those feelings and talk them out.

"One day, I started wondering about deaf people and sexual expression. Like, with hearing people, you know, there's often a lot of special communication—conversation, laughter. So how do hearing-impaired persons work that out? Do they keep the lights on? Is the interaction somehow different?

"Once again, I went running across the hall to my supervisor's office and voiced my questions. She had been very patient, you understand, throughout my inquisition. She gave me a long look and just kind of sighed: 'Are you just about through with all these questions?""

Dr. James Meyer chortles at the memory. A clinical psychologist, he has been with NTID's Department of Psychological Services since February 1982.

He duly notes that his last-straw question was indeed answered, although he claims he can't remember how.

"I had a lot of very personal questions about deafness," he recalls, "and as I look back, I feel that the most important learning opportunity for me was having a hearing-impaired supervisor who was understanding enough to allow me to ask my sometimes very naive questions and give me open and honest responses. She always made me feel comfortable at a time when I felt overwhelmed and embarrassed by my ignorance of deafness."

The person who undertook the formidable task of attempting to satisfy Meyer's insatiable curiosity is Psychological Services Chairperson Dianne Brooks. Brooks says the volley of questions from Meyer left her "kind of amused," and shrugs off his characterization of her as the long-suffering supervisor. His inquisition had its sobering side as well.

"It reminded me," says Brooks, "of all the fears and uncertainties hearing people have when they first meet hearingimpaired persons. We sometimes become so entrenched in our work here that we forget that hearing impairment is still a phenomenon to most people."

Brooks is quick to assert that Meyer has made "tremendous progress" since those early days. "He has a remarkable sense of humor; he's an approachable, easygoing, peopleoriented person. And I think he really has found a career that suits him, something which reflects itself in the degree of motivation he brings to the job. In fact, he's so devoted to his work I sometimes am afraid he'll 'burn out' before his time."

Brooks' fears seem unfounded.

Meyer is a thoughtful and irrepressible conversationalist on the subject of psychology and deafness. Before coming to NTID, he had considerable experience with disabled persons, working first in the area of mental retardation, and then for the United Cerebral Palsy Association, whose clients included hearing-impaired persons.

Despite the fact that he is a Rochester native, Meyer was not aware of NTID until an opening for a clinical psychologist was advertised.

"Just as it was being established, I left town," he explains.

Meyer, who actually grew up in the small Adirondack Mountain village of Fonda, graduated from one of Rochester's parochial high schools and went on to receive an honors bachelor's degree in psychology, and an M.A. as well, from the University of Windsor in Ontario, Canada. He began his doctoral work in clinical psychology at the University of Western Ontario in London, finishing at the University of Regina in Saskatchewan.

His interest in Canada was encouraged by the priests at his high school, but he had a good reason to make frequent return trips to Rochester. In 1976, he had married the girl next door, Vanda, a self-employed cosmetologist who is originally from Portugal's Madeira Islands.

Meyer admits that it was difficult trying to do justice to a new marriage while living in different cities and that he "paid a price" for his infrequent visits.

"Every time I came home," he says with a chuckle, "my wife got pregnant." The couple are the parents of Shauna, 7, and Kristian, 6.

His family is the focus of Meyer's extracurricular life, in addition to his membership in the local Portuguese-American Society. His longtime interest in foreign cultures has extended to deaf culture, says Meyer, and it has provided him an entree in helping deaf persons solve their problems. For the most part, the issues that trouble NTID students share a remarkable similarity to those plaguing college students everywhere: dealing with pressure or anxiety, sexual identity, parental/family concerns, and interpersonal relationships.

"Really," he says, "we're talking about a lot of the common developmental processes and issues that college students face on their way to establishing their own values, attitudes, beliefs, and identities."

But there is another frequent problem, particular to this campus. How does a hearing person, relatively new to the field of deafness, counsel a student grappling with the problem of adjustment to deafness?

Meyer's viewpoint, which is shared by Brooks, is that knowledge and training related to deafness can be acquired at a place like NTID, but individuals must also be well trained in their disciplines, and that this expertise must be brought with them.

"I believe strongly in psychological ethics and that if people are going to do psychological counseling they need to be well trained and adequately prepared, both theoretically and practically. Unfortunately, we live in a day and age when this is not necessarily the case, so that consumers need to become much better informed regarding a counselor's background, training, and expertise relative to their particular problem or concern," he adds.

This is not to say that he was not filled with apprehension during his early days at the Institute.

"I would walk the halls, and, with my rudimentary knowledge of sign language, could see that the students were producing the sign for 'psychologist' whenever I strolled by. So I knew they were talking about me and hadn't the slightest idea what they were saying. It was more than a little disconcerting," he recalls. "I think I began to realize what deaf people face on a daily basis in their interaction with hearing people who are not skilled at communicating with deaf people."

Learning sign language was one of the major hurdles Meyer had to overcome.

"When the first student who ever walked into my office asked to see a person with better signing skills, I was crushed," he admits.

But Meyer made a commitment to take a sign language course each quarter, a promise he has kept, and he is now learning American Sign Language. His improving skills have afforded him the opportunity to venture beyond the confines of his office, conducting personnel training sessions on topics such as crisis intervention, psycho-social aspects of deafness, deaf and hearing persons working together, and sexual and mental health awareness. He also teaches one general education course each quarter.

He has his work cut out for him.

"I find myself staying later and later at work because there always seems to be something new to explore. Part of this dynamic is related to the fact that there is such a need for increased awareness, knowledge, and exploration in the area of psychology and deafness," he says. "First, there are only a handful of trained clinical psychologists working in deafness in the country; second, there is no question of the need for psychoeducational services for the deaf at all age levels; and third, psychological research in the area of deafness and specifically in clinical strategies, therapeutic techniques, psychological assessment, personality, and the emotional reactions of deaf individuals is sadly lacking. All of these issues and many more need to be addressed by psychologists and mental health professionals."

He is currently engaging in some clinical research, questioning the ways in which deaf and hearing parents deal with their children's deafness.

"Many parents seem to employ the classic psychological defense mechanisms," Meyer reveals. "Intellectualization, rationalization, denial, or withdrawal."

When he started at NTID, Meyer was convinced that there was such a thing as a "deaf psychology." Now he is not so sure.

"The psychological processes, issues, and dynamics appear similar," he says. "However, one of the major differences I see in counseling our students versus other college students has to do with a communication/language difference. The only way this can be overcome is through the development of sign language skills for the benefit of many of our students, and a genuine understanding, openness, respect, and cooperation between hearing and deaf people for the benefit of all of our students."

NEWSLINE

Glenn, Jennings Highlight Deaf Awareness Week



Annie Glenn, a nationally recognized advocate for speech and hearing-impaired people and the wife of Ohio Senator News Tonight" anchorman of journalists are often less Peter Jennings, spoke to overflow audiences at the NTID Theatre on September 25 and National Deaf Awareness example. Week (September 23-29).

included a luncheon with nings revealed that he had been faculty and students, a tour of the Institute, and a reception addressing an audience of deaf with members of the Institute community, spoke candidly of her experience at overcoming louder or slower," he said. a life-long stuttering problem. "But when I arrived at NTID I

call until 1982, when she home that my fears were disunderwent speech therapy at pelled immediately." the Communication Research Institute at Hollins College in interest in NTID, he said, "I Roanoke, Virginia. She since receive many invitations to has been recognized by the speak all over the country, but National Association for I was flattered to receive this Hearing and Speech Action as one. I sincerely enjoyed my an inspiring model for people visit and hope that you will with communicative disorders, have me back again.' and last November, received an award from that group.

her afternoon visit proved to and presented him with a copy be a gracious and accommo- before he left. dating guest.

At an afternoon reception in the Switzer Gallery, she was presented with a teapot made by a student in RIT's School for American Craftsmen. "This will serve as a constant reminder of my visit to NTID," she said, "and I just might make some tea in it!"

Jennings' whirlwind visit began with his presentation, "Interesting People and Events I Have Covered as a Television Journalist."

He delighted the capacity crowd in the NTID Theatre by John Glenn, and ABC "World admitting frankly that the lives exciting than many would imagine, citing the cancellation of his early morning flight to 26, respectively, as part of Rochester as a perfect

At a press conference fol-Mrs. Glenn, whose visit lowing his presentation, Jen-"terrified" at the prospect of persons.

"I wondered if I should talk

She had never made a phone was made to feel so much at

Asked what prompted his

Following lunch with students in the Switzer Gallery, Mrs. Glenn admitted that Jennings returned to New York she "still gets some butterflies" City. NTID's Instructional before speaking in public or Television Department videoon the telephone, but during taped Jennings' presentation

> One ambitious student who attended his presentation asked



World newsmakers Annie Glenn (left) during her press conference and Peter Jennings (above) signing autographs for enthusiastic students

Jennings if he would acknowledge his hearing-impaired viewers on television that evening. To the cheers of the audience, Jennings promised that he would. Sure enough, he concluded the 6:30 p.m. evening news by saying, "As many of you know, this broadcast is closed captioned for hearing-impaired viewers. Today I visited the National Technical Institute for the Deaf in Rochester, New York, where a young woman asked me if I would acknowledge those viewers tonight. And, since I like to keep my promises, I'd like to say goodnight in her language-sign language." With that, Jennings signed "Good night."

Both Mrs. Glenn and Jennings appeared as part of NTID's Special Speakers Series.

Hotel Employees Tune in to **Telephone Pioneers**

Approximately 45 employees of the Rochester Hilton Hotel attended a September deaf awareness session sponsored jointly by NTID and the Genesee Valley chapter of the Telephone Pioneers of America. Hilton officials believe theirs is the first hotel in the Rochester area to take advantage of the unique program that is designed to acquaint employees with the needs of hearingimpaired guests.

General Manager Alan Lowles estimates that approximately two to three percent of the hotel's yearly clientele is hearing impaired.

"Because of our location [the Rochester Hilton is the closest hotel to the RIT campus], we feel that we owe it to NTID, to RIT, and to the Rochester community to do all that we can to make our hotel more accessible to people with hearing impairments," he says.

NTID

NEWSLINE

Frisina Honored

Dr. Robert Frisina, the first director of NTID and now a senior vice president of RIT and secretary to the Board of Trustees, was named the 1984 recipient of the Civic Award for Education by the Civic Development Council of the Rochester Area Chamber of Commerce. Frisina received the award September 24 at the Chamber's 97th annual dinner and Civic Awards presentation.

Alfred J. Murrer, chairman of the Gleason Corporation and an RIT trustee, received the Civic Medal Award, and awards also were presented to two other trustees: Alexander Hargrave, chairman of the board, Chase Lincoln First Bank, N.A.; and Burton August, Sr., former vice president, Monro Muffler Brake, Inc.



In making the award presentation to Dr. Frisina, Eugene C. Dorsey, president of the Gannett Foundation, called Frisina "a source of pride in our community who has brought attention to our area through his work as one of the starters of RIT's National Technical Institute for the Deaf." He added, "Dr. Frisina's leadership has sparked the kind of community and national awareness that makes it possible for deaf students and individuals to be productive participants in today's world." Dorsey praised Frisina's record of participation in community activities.

In July, Frisina was presented the Regents Medal of Excellence by the New York State Board of Regents for outstanding contributions on behalf of disabled individuals. He has served as chairman of the Regents Advisory Board, New York State School for the Deaf in Rome, New York, and on the boards of directors of the Conference of Executives of American Schools for the Deaf, the Alexander Graham Bell Association for the Deaf, the Council on Education of the Deaf, the Rochester Speech and Hearing Center, and the Rochester School for the Deaf. He is former chairman of the board of directors of Highland Hospital and current chairman of Upstate Health Systems, Inc., and the Frank Gannett Newspapercarriers Scholarship Program.



Scholarships awarded

Rochester's Benevolent Protective Order of Elks, Lodge 24, awarded scholarships to an NTID professional staff member and a graduate of the University of Rochester/ RIT Joint Educational Specialist Program Sept. 5. Accepting the award on their behalf was Dr. Donald Johnson, professor and senior research associate in the Communication Research Department of NTID's Division of Communication Programs. From left are William Goddard, Exalted Ruler; John Tracy, Leading Knight; Dr. Johnson; and Edward Doran, chairman, Charity Fund Raising. The scholarships, which were granted to NTID Captioning Specialist Ruth Verlinde and 1983 Joint Educational Specialist Program graduate Todd Roenbeck, were awarded so that both might take a program course taught by Dr. Johnson titled, "Assessment of Visual Needs of the Deaf." (photo by Dr. Frank Caccamise)

NAG Adds New Members

Five persons have been named to the National Advisory Group (NAG) at NTID: Patricia S. Brown, resource teacher, Hearing-Impaired Programs, District of Columbia Public Schools; Margie Fitch, member, Board of Trustees, Rochester Institute of Technology; Daniel J. Langholtz, coordinator of Training, Clinical Social Worker, Center on Deafness at the University of California, San Francisco; Albert T. Pimentel, executive director, National Association of the Deaf; and Doris Woodson, state director of Special Education, District of Columbia.

The National Advisory Group, consisting of laymen, professionals, parents, members of the deaf community, government representatives, industrial representatives, and members of the RIT Board of Trustees concerned with education and technical training at the postsecondary level and with activities relating to education and training of deaf persons generally, advises the director of NTID at RIT in formulating and carrying out policies concerning the operation and direction of NTID.

Completing four-year terms of office are Phyllis M. Harper-Bardach, associate coordinator, Student Field Experiences, University of Iowa; Andrew L. Mayer, graphic designer; Donald G. Phelps, president, Seattle Community College; and Ralph H. White, superintendent, Oklahoma School for the Deaf.

A Final Word...

RIT is a quality institution; it is one of the most imitated academic centers in the country. But one of the factors that leads to such a quality education for RIT students cannot be imitated, and that is the opportunity for hearing and hearing-impaired students to learn together.

Dr. M. Richard Rose President Rochester Institute of Technology



Rochester Institute of Technology

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