NTID

FOCUS

Summer 1986

On Location... With McDonald's

p. 3

NTID
FOCUS

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Summer 1986

About the Cover NTID student Beth Ann Bull in a scene from "Silent Persuasion," the first national television commercial featuring deaf actors (photograph courtesy of McDonald's Corporation)

◀ *Hands Across RIT* Hundreds of RIT students, faculty, and staff members joined hands May 9 to kick off Spring Weekend with a tribute to the national "Hands Across America" campaign, which took place May 25. More than 2,000 colorful balloons were released during the festivities. (photograph by A. Sue Weisler)

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Director
Marcia B. Dugan

Editor
Kathleen Sullivan

Coordinator, Publications
Emily Andreano

Art Directors
John Massey
Walter Kowalik

Writers
Vincent Dollard
Jean Ingham
Ann Kanter

Photographers
Chris Quillen
A. Sue Weisler

Contributing Photographers
B&J Studio
Robert Iannazzi
IBM Corporation
Deborah Green
Steve Lipofsky
McDonald's Corporation
The Pelican's Eye Photography
Dennis Spencer

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Promoting Deaf Awareness

From the Director's Desk

As you read this, the phenomenon of deafness is attracting national attention, capturing the minds —and stomachs—of the nation in a television commercial for the McDonald's Corporation. The commercial, which features NTID student Beth Ann Bull, is but one example of the way in which educational institutions and the private sector can join forces to increase public awareness of a small segment of the hearing-impaired population. The story of how Bull came to occupy space on all of our home screens is recounted on p. 3.

Closer to home, you will read about another attention-getter, former court stenographer Linda Miller, who has turned her nimble fingers to the task of transcribing the spoken words of RIT faculty members and others into printed text, for the benefit of deaf RIT students and, it turns out, hearing students as well. Her story is on p. 6.

Several stories concentrate on programs of which we are justly proud: our internship program, which is introduced via a profile of an intern from Bogotá, Colombia (p. 8); the University of Rochester/RIT Educational Specialist program with attention to a course on Public Law 94-142, which mandates educating handicapped students in the "least restrictive environment" (p. 28); the RIT Peer Sexuality Education Program for the Hearing Impaired (p. 26); and "cross-cultural education," an effort currently being undertaken by NTID Student Life Team member Mindy Hopper (p. 14).

As our story indicates, Hopper works with the NTID Support Team of Physical Education and Athletics. The success enjoyed by several deaf athletes is the subject of this issue's insert by RIT President M. Richard Rose.

A number of graduates are profiled: Gary and Jeanne Behm, both employed by IBM Corporation in Manassas, Virginia, who tell about their work experiences on p. 20; Jane Hamilton, production manager of a Framingham, Massachusetts, publishing company (p. 22); Susan Forman Cohen, a librarian for deaf and hard-of-hearing people in Montgomery County, Maryland (p. 24); and Alan Gifford, who is employed by Boston's Stone and Webster Engineering Corporation (p. 17). Several graduates are looked at as a group: read about how NTID has affected the lives of minority graduates on p. 10.

This particular story is an outgrowth of an effort on our part to examine the status of minorities at NTID, past and present. It is the result of a suggestion made by U.S. Congressman Carl Stokes at our annual appropriation hearing, in combination with a letter I received from one of our minority graduates.

Our "FOCUS on..." feature this summer is Katharine Gillies, chairperson of NTID's Department of Interpreting Services, and a crack interpreter herself. Read about her on p. 30.

We hope our menu of summer reading gives you some food for thought.

William E. Castle

Dr. William E. Castle

A GOLDEN OPPORTUNITY

Beth Ann Bull pedals her way onto national television

by Vincent Dollard

Opportunity, if given a personality, would probably burst through any door, flash a toothy grin, and holler, "Let's go!" Those who follow need to drop everything and ignore the risks. They leave with no assurances but know that such an interruption may not come by again.

Beth Ann Bull, a first-year Office Technologies student at NTID, chased down such an opportunity and found herself in the "big leagues," filming a nationally aired television commercial for McDonald's Corporation on a sunny stretch of beach in Miami, Florida.

While Opportunity has a knack for showing up unexpectedly, occasionally it's given a healthy nudge and pointed in a particular direction. In this case, McDonald's marketing philosophy gave such direction and a clear sense of purpose.

Expectations shot skyward the next day when Bull and Webster were called back for a second try-out.

"We like to think our commercials are a 'slice of life,'" says Christopher Garrity, community relations representative for McDonald's. "Deaf people are a part of life, so we wanted to include them in our program."

Susan Leick, staff director in the creative department at McDonald's, points out that she and others at the company were excited about this commercial and realized that they had to do some homework before production.

"When the advertising agency presented the idea to us," says Leick, "a lot of people here were intrigued; we were very interested in doing this project and doing it right."

That meant contacting deafness-related organizations and discussing the various ways in which such a unique project should be approached.

Jonathan Blake, account executive for the Chicago-based advertising agency Leo Burnett, USA, works on the McDonald's account. Once the commercial's concept and title—"Silent Persuasion"—were approved, Blake began digging for answers regarding the commercial's execution.

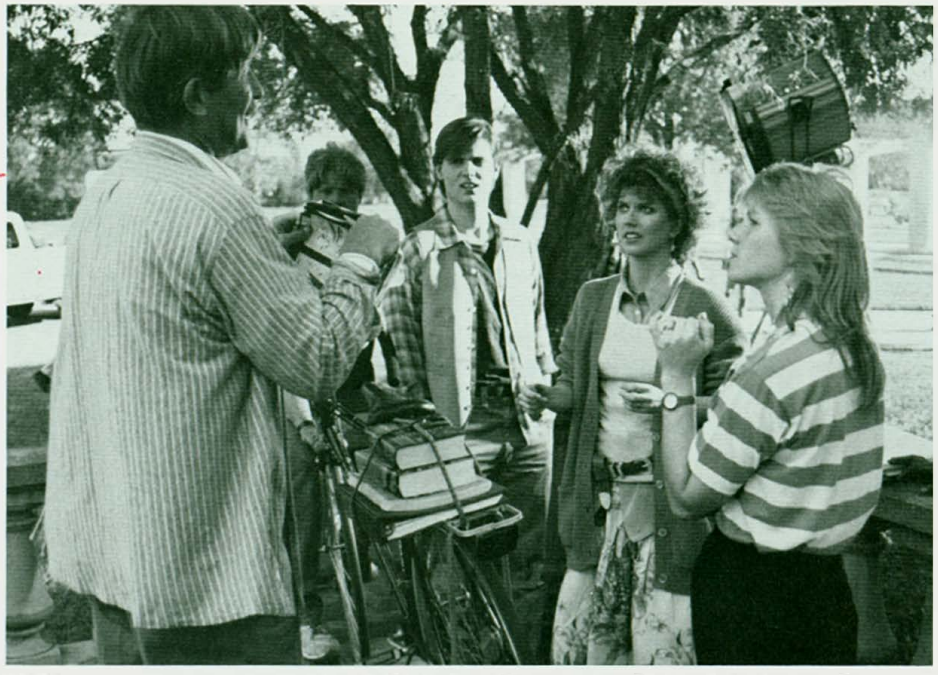
"We were concerned with three main aspects of this project," says Blake. "We wanted it to be well received by the deaf population; we were concerned about using the appropriate language; and we checked into safety considerations by contacting the National Safety Council."

The Burnett agency had a valuable contact amidst its own ranks—Patricia Clickener, a member of Burnett's research department, who is a past national president of Self Help for Hard of Hearing People, Inc. (SHHH).

Clickener initially suggested a "focus group" of young deaf individuals who could provide feedback about the commercial's story line.

They turned to the Chicago Hearing Society, which contacted two local college students, a male and a female, and a young woman who worked at the Society.

"We met at the agency," says Blake, "and with the help of an interpreter, we went through the story and asked them questions about various aspects of the project. They gave us a favorable response and expressed a few concerns that resulted in minor changes."



Lights, camera, action Co-star Andrew Rubin, Bull, and interpreter Jennifer Hurd pay close attention to last-minute instructions.

An example of their concerns is a point about the opening shot. The focus group thought it was important to present an "integrated" opening scene, with hearing and deaf people in the background, since an isolated setting would not portray an accurate picture of deafness in America today.

Having received a good response to its inquiries, the Leo Burnett production department selected Steve Horn, Inc., a New York City-based production company famous for its attention to detail and quality.

Casting calls went out for two actors—"a male and a female, college age, good looking, deaf or hard of hearing, and proficient in sign language."

Karen Kayser, casting director at Steve Horn, has a sister who lives in Rochester, New York, who suggested NTID as a resource for deaf actors.

When NTID got the call, James Orr, outreach coordinator for NTID's Performing Arts Department, went into action. Beth Ann Bull and Dennis Webster, a second-year Industrial Drafting student, were selected from a large pool of talented students who participate in NTID's performing arts program.

Accompanied by Orr and Performing Arts Associate Professor Jerome Cushman, Bull and Webster left for New York City.

When they arrived at the studio, they found a placid environment, not the hustle they had expected at an audition for a major television commercial.

Webster, an experienced actor, has toured with NTID's acclaimed theater company, "Sunshine Too!" and was thrilled with this audition opportunity.

"I'd been to New York City before," says Webster, "but never for an audition. It was exciting—however, the audition itself was low-key. We were in a regular-sized room and they filmed us with a small, hand-held videotape camera. There weren't any bright lights or big cameras."

If the first audition was anti-climactic, expectations shot skyward the next day when Bull and Webster were called back for a second try-out.

A whirlwind schedule Bull was whisked from the stage after her final performance in the NTID Theatre production of "Carousel" for an appearance on ABC-TV's "Good Morning, America" in May.

NTID Theatre offices are rarely sedate, even on "quiet" days; after the call-back, there was a heightened level of intensity—a feeling in the air that something big was just around the corner. A flurry of telephone calls produced three seats on a New York-bound airplane, and, accompanied by Orr, the pair flew again to New York for another dance with Opportunity.

If there weren't many people around for the first audition, there were even fewer the second time around. Having narrowed the field of more than 50 applicants down to five, Kayser resolutely set to work to find the two actors who would portray a young, college-age couple going to McDonald's for a bite to eat.

Bull received the nod and Webster learned of the rejection that is commonplace in the acting profession.

He doesn't hide his disappointment in not being chosen; tilting his head back, the grimace on his face speaks volumes.

"I was very disappointed at first," he says. "Then I realized it had been a great experience, and I congratulated Beth Ann."

Bull says she wasn't expecting to be chosen—she was looking at it as a good opportunity to get some experience at auditions.

"I was nervous but didn't really expect to get the part," she says. "I was just grateful to be sent and to get some experience in front of cameras.

"I was shocked when they told me I got the part," says Bull, slumping back in her chair, recalling her wide-eyed reaction. "I couldn't even show any emotion. I felt honored that I had been chosen. I kept asking myself, 'Why me?'"

"We chose Beth Ann because of her beauty, liveliness, and ability," says Kayser. "Even though her acting experience is limited, she had an ability to relate the words in a meaningful way."

Chosen for the male lead was Andrew Rubin, a 17-year-old Westchester County, New York, resident. Rubin's mother, Harriet, who also is deaf, was with him during both auditions and the filming.

"Andrew was very surprised when he was chosen," she says. "He wanted to do his best for this commercial—he wanted people to know that deaf people can act."

While aware of the fact that not all deaf people use sign language to communicate, the production company chose American Sign Language because of its expressiveness and visual beauty.

To ensure Mother Nature's cooperation during filming, the commercial was shot in Miami, which according to Bull, was "beautiful."

"I shared a room with Jennifer Hurd, our interpreter. We had a wonderful view of the ocean."

While the setting was idyllic, the atmosphere was all business. Actors and crew were required to be on location at 6:30 a.m. *sharp*. Preparations, discussions, and concerns were covered the night before at a general meeting, and shooting was to begin promptly.

A crisp, early morning breeze blew remnants of sleep away in a hurry as the sweater-clad crew huddled around equipment, checking last-minute details.

Bull learned quickly that such details often are the difference between a great commercial and a mediocre one. She soon began contributing to the sought-after realism by offering advice on the most appropriate sign language. She even lobbied against wearing a bracelet, explaining that it might interfere with her hand movements.

Attention to detail pays off in many ways, not the least of which is the "room" such concerns leave for the actors to concentrate on their roles.

"Only in the space of such precision and professional accuracy," says Kayser, "can the delicate, spontaneous talent of two non-professionals show up so brilliantly. The commercial is moving, no doubt about it."

"Silent Persuasion" was completed with a scant 16 takes, and the final product was released in May.

The significance of this project is not lost on Bull.

"What's more important," she says, "is the fact that I was given the opportunity to show the hearing world that deaf people are not so different from them—I hope this opens up new doors."

Seaside sojourn *The commercial's story line has Bull and Rubin taking a break from classes to enjoy a beachfront picnic lunch.*

From Courtroom to Classroom

Linda Miller wins friends and influences people

By Ann Kanter

Her blue eyes and farm-fresh complexion hint of country roots. The hint is apt, for it was on her father's cattle farm in the Pennsylvania steel town of Charleroi that Linda Miller spent her childhood. But she's a city girl now, and looks the part in her pale tweed suit, rose blouse, and pearls.

A former court stenographer, Miller uses her 265 words per minute typing skills to provide captions and to record classroom lectures for NTID students taking courses in the other colleges of RIT. She does this by combining a court stenographer's machine, a computer, and a TV screen to form a system called "Realtime Graphics."

Originally developed as a research project by Dr. Ross Stuckless, NTID's director of Integrative Research, Realtime Graphics now is used routinely in four courses each quarter. To date, Miller has "reported" during nine academic quarters for more than 30 different courses. The same system also has been used with a large (10′ by 10′) screen in the NTID Theatre to enhance students' enjoyment of talks by special guests such as ABC's Peter Jennings and actress Louise Fletcher.

Whatever the size of the screen, and whether it is onstage or in front of a classroom, Miller works at the same kind of keyboard used by court reporters, and "keys in" a speaker's words verbatim. Three seconds later, those words appear in caption form on a television screen. When she reports a class lecture, a printer connected to the system simultaneously produces the words on paper.

Part of the reason for Miller's speed is that she keys in phonetic symbols rather than letters. (It took three months to learn the phonetic system and six years to achieve her current speed.) The computer groups the phonetic symbols into words that it "recognizes" from a "dictionary" that is part of the Instatext program used for Realtime Graphics.

The program comes with a universal dictionary of 100,000 words. Job dictionaries for individual classes can run from 10 to 100 words, and Miller is compiling her own personal dictionary, which, at last count, contained some 8,000 additional words.

Working with such high technology equipment is a far cry from any career that Miller could have imagined as a child, and it was a circuitous path that she followed from Pennsylvania to Rochester.

In 1980, she was a court reporter in Lock Haven, Pennsylvania, when she met her husband, Timothy, then a sheriff with the Pennsylvania State Police.

"You might say that our relationship was a true courtship," she says, obviously relishing the pun. The day after their wedding, they left for Wyoming, where Timothy had accepted a job with the Wyoming State Police.

"Tim's job kept him on the go," recalls Miller. "He had 10,000 miles to cover, and he loved it. I hated it. The area where we lived was barren, and miles from any other town. After a while, Tim could see how unhappy I was, and he agreed to move. We decided that whoever got a job first would determine where we would live."

Miller got the first job, as a court reporter covering a 150-mile circuit in southeastern Maine. They moved, only to discover that the Maine State Police had an age limit of 29—Timothy was already 30. Before long, he returned to his former job in Wyoming, while Linda stayed in Maine.

In 1983, Miller read an article in *Court Reporter* magazine describing RIT's Realtime Graphics system. The article and Stuckless' role in developing it appeared at a crucial moment, because Miller had begun to feel disenchanted with her work. It proved to be a turning point.

"As a court reporter, I couldn't express my own opinions," she says, "and what was worse, my job kept me apart from other people." Realtime Graphics intrigued her, and she phoned Stuckless. He asked for her resume and said he would keep it in his file.

Meanwhile, Miller's increasing job frustration motivated her to return to an early interest in special education. When she saw a deaf man refused permission to serve on a jury, she was incensed at the injustice and also became interested in sign language.

As a specialty within the larger field of special education, she chose to study education of the deaf. After being accepted at Pennsylvania State University for the fall term, she quit her job and set off with a friend for a camping trip in Alaska.

That is where she was in July 1983, when a position opened at RIT. Stuckless contacted Miller's parents in Pennsylvania, and she received that message when she phoned home from Alaska. She was hired over the telephone and reported for work in August.

During this time, Timothy's feelings for Linda won out over any enthusiasm for his job or its location, and in September 1983, he joined her in Rochester. Like Maine, New York also has an age limit for police officers, but Timothy was able to find work as a security supervisor with Xerox Corporation.

"His hours are better, and his job is less dangerous," says Miller. "That makes me happy."

Miller's own hours of class preparation must include time researching new chapters for words to be added to the dictionary. Perhaps as time consuming, however, is the editing that immediately follows each lecture. Not only must she correct "typos" and insert punctuation and paragraphing; she also must check for sound-alike words and phrases such as "a noise/annoys" and "scene remains/scenery mains." Selecting the right word for the context is a task still beyond the capabilities of a computer, even one with a built-in dictionary.

Editing is necessary because students find the "hard copy" or printout a valuable study aid. Although it is available immediately after class, most students prefer the edited version that is ready the next day.

Although some classes utilizing Realtime Graphics also have interpreters and tutor/notetakers, students who have the system in their classes are enthusiastic about it—and about Miller.

Third-year computer science major Angelique Wahlstedt of Golden, Colorado, is taking "Philosophy of Critical Thinking." Although she has been using sign language since she was 5, Wahlstedt says she finds it difficult to follow an interpreter or a lecturer for the hour or more that a class lasts.

"With Realtime Graphics," she says, "I understand almost 100 percent of what goes on. I probably have an 'A' average in philosophy, and a 'B' or 'C' in my other courses. If I had Realtime for all my RIT classes, I might get straight 'A's'!"

First-year business student Donna Atcher is taking Adjunct Faculty Member Thomas Di Salvo's course, "Business Law." Atcher, who grew up in an oral environment, notes that college instructors talk much faster than her high school teachers.

"I usually watch the instructor," she says, "but if I miss something, I look at the interpreter, who generally is a few words behind, and most of the time I can catch the word. However," she adds, "with Realtime Graphics you get all the '$50 words.' Sometimes the interpreters condense a long sentence and they may have to change some of the words. When you take a test, you may miss the ones they changed."

As an example, she cites two banking terms: "drawer" and "drawee."

"They are signed the same," she says, "but with Realtime Graphics, you can see the difference.

"It's nice to have Linda there," Atcher says. "She's a fun, outgoing person—she lights up the class. She tells jokes and talks about personal experiences. It makes the class more interesting."

Doug Seymour, a transfer student in "Philosophy of Critical Thinking," rarely watches the Realtime screen because, he says, "I obtain so much from watching the teacher move and seeing what he emphasizes. I only look at the screen occasionally to check spelling or get the meaning, but having it makes me more relaxed—I use the hard copy as a study guide for tests. I wish I had it for my criminal justice courses."

Seymour usually arrives before class starts.

"I'm an early bird," he says, "and Linda is, too—she must be, in order to set up her equipment."

That equipment consists of a 20-pound computer-aided translation writer and another 20 pounds of computer equipment strapped to a heavy-duty handtruck.

"I like talking to Linda," says Seymour. "She tells us about herself and her husband. I know that she likes chocolate and her husband likes cigarettes and can't give them up. It's nice getting to know her as a person. It makes me feel comfortable not to be sitting with a stranger."

Seymour also appreciates Miller's cheerful nature. "If you're feeling down, her smile will brighten your day."

Instructors agree. "It's wonderful having Linda in my class," says Professor James Campbell, who teaches "Philosophy of Critical Thinking."

"She is not obtrusive, and while it's just a guess on my part, I think it benefits not only the deaf students, but the hearing ones as well. Besides hearing the lecture, they read it also, and they did better on their first exam than students usually do."

Di Salvo, an attorney who has been teaching at RIT for five years, concurs.

"It's an excellent system," he says. "Deaf students have a problem because it's difficult to convert 'legalese' to sign language. Unlike a conceptual subject such as math, the law is dependent on the use of individual words. The advantage of Realtime is that when the class is over, the students have hard copy to take away with them. It's very valuable—a technology of the future that will be used more and more."

A fringe benefit of Miller's job is getting to learn the subject matter for all the courses for which she "reports." She enjoys expanding her knowledge and is studying toward a bachelor's degree in Information Systems at RIT. She hopes to graduate in 1988.

What Miller likes best about her job, undoubtedly, is the chance to know the students. She loves talking to them before and after class, and to facilitate those conversations, she studied basic sign language communication from 1983 through May 1985. When she completed all the basic courses, she wanted to improve her sign language skills still more, became interested in interpreting, and enrolled in NTID's Basic Interpreter Training Program, from which she graduated in July 1985.

Although it was Miller's business skills that won her a job on the cutting edge of high technology communication, it is her one-to-one rapport with people that has made her so successful in that job.

Perhaps not faster than the speed of sound *While Thomas Di Salvo lectures on Business Law, Miller uses phonetic symbols to "key in" his words, which appear almost simultaneously on the TV screen.*

Beautiful Dreamer

By Jean Ingham

When you wish upon a star, it makes no difference who you are...

Lelys Barreto, a speech pathologist from Bogotá, Colombia, and Jiminy Cricket, Walt Disney's fictional character, both share the common notion that "wishing upon a star" sometimes helps dreams come true.

Barreto dreamed of coming to the United States to learn more about helping deaf people. Her dream came true.

Barreto was born in Bogotá, Colombia, high atop the Andes Mountains in South America. As a high school student, she remembers wondering what she wanted to do with her life. A friendly, understanding nun sat down with her and went through a book that listed many professions. One entry, "Therapist: speech, deafness," caught Barreto's eye and she asked the nun to explain it.

"It was like a light coming on in my head," Barreto laughs. "You see, when I was growing up, I had a girlfriend who could not hear or speak. She was rough, always pushing and shoving to make a point, but I liked her. I wanted to get to know more about her.

"Then I moved away and lost track of her. When the nun explained deafness to me, I thought of her. I decided that I wanted to be able to help people with her condition."

And she does. Barreto, who has a bachelor's degree in speech pathology from the Universidad Nacional de Colombia, is a speech pathologist at the Instituto Nacional para Sordos (National Institute for the Deaf) in Bogotá.

Education for deaf persons has been accepted only for about five years in Colombia, Barreto says. All deaf students are mainstreamed, although some special classes exist in the elementary grades.

Barreto visited the United States for the first time in 1979, as part of an exchange program sponsored by Partners of the Americas. The program matches American states with countries in South America. Barreto landed in Miami, Florida, where she visited state schools for the deaf. She had friends in New York City, and so she traveled north.

What did I do? *Since computers can help visually oriented deaf students learn, Barreto's professional development included a computer workshop.*

"I think I disappointed my friends," she laughs. "They thought that, because I was from South America, I would be overwhelmed by the buildings, the cars, and the fast pace.

"They did not realize that Bogotá is a city of five million people—and it is still growing! We have cars. We have skyscrapers. Bogotá is fast paced. We are not mountain people—even though we live on top of one."

In 1980, through the Council of International Programs (CIP), Barreto returned to the United States for a second visit. CIP recruits qualified professionals in social and human services and special education to go to other countries for advancement studies. Barreto spent one year at the Pennsylvania School for the Deaf in Philadelphia, where she learned sign language.

"Many people I worked with told me that I must see NTID; that the way they teach deaf students is wonderful."

"Many people I worked with told me that I must see NTID; that the way they teach deaf students is wonderful."

So she flew to Rochester for a day and toured the campus.

"When I arrived at the airport, I had no idea how to get to NTID," Barreto says. "But I saw some people signing and asked them for directions to NTID. One man said he was going there and offered me a ride."

NTID impressed her and she realized how much she could learn here. However, the Colombian program required

her to return home and share information on deaf education with others in her profession. So she returned to Bogotá, dreaming of coming back to the United States for further study.

"It seemed like such an impossible dream," she says. "My good friend Tina Samper and I would talk about coming to the United States together. She is an artist and we dreamed of going to New York City and visiting all the art galleries. We never thought it could happen."

In 1985, both women's dreams came true. Barreto attended a summer session on counseling at Gallaudet College in Washington, D.C. While there, she applied for an internship at NTID. She was accepted and came to NTID in September.

Samper joined Barreto at NTID in the winter quarter as a special art intern.

***Bundled up** Bogotá, Colombia, doesn't have snow, but Barreto grew to love Rochester's crisp clime.*

Barreto was very happy at the Institute. The "beautiful people" with whom she worked were "friendly, helpful, and open."

Her mentors, Speech Pathologist Jacquelyn Kelly and Career Development Counselor William Moore, worked with Barreto to increase her knowledge of counseling and speech pathology.

Before she arrived, she set certain goals for herself. She wanted to improve her sign language skills; learn more about research and technology in the field of speech pathology; observe classes in audiology, English, and sign language; learn about the counseling profession; improve her English skills, both spoken and written; and take advantage of any additional professional development opportunities.

Kelly says, "Although she only began learning English a few years ago, Lelys is fluent. She worked well with the students and they related well to her; they could tell she has problems with English, just as they do. Through her determination, I'm sure she will reach her goals of continuing her education and broadening her field to include counseling."

Moore was impressed with her eagerness and curiosity to learn more about counseling.

"Lelys was open to all new experiences," he says. "She took advantage of professional development workshops and repeatedly asked me for more information to further her understanding of deafness."

While she admits that she adjusted well to Rochester's climate—and even developed a love for snow—Barreto did miss the fresh vegetables and fruits of her homeland.

"No food is canned in Colombia," she says. "Everything is fresh from the market. This is possible because Bogotá's weather is 50-60°F year 'round—quite a contrast to Rochester."

Barreto's internship ended in March, but already she has plans to continue her education in the United States someday. She is interested in NTID's Basic Interpreter Training Program ("Interpreters are needed in Bogotá.") as well as graduate studies at Gallaudet College.

"It's probably an impossible dream," she admits. "Education is very expensive in the United States."

However, she is optimistic. After all, her dream to come to the United States for further study once seemed impossible. Her dream to be in this country with her good friend, Samper, seemed impossible. And both these wishes came true.

When you wish upon a star your dreams come true.

Minority Graduates:

Telling It Like It Is

By Ann Kanter

Last November, Dr. William E. Castle, director of NTID, received a letter from Ronnie Mae Tyson, a 1984 NTID graduate now working at the Florida School for the Deaf in St. Augustine. Tyson, who is black, wrote to inquire about the lack of publicity for NTID's successful minority graduates. She cited several examples of alumni who have begun worthwhile careers after leaving NTID.

Six months earlier, at NTID's annual budget hearings in Washington, D.C., Dr. Castle had learned of a concern on the part of Representative Carl Stokes of Ohio about the number of minority students, faculty, and staff at NTID. Stokes asked the Institute to investigate the status of these minorities and to make an effort to improve their numbers.

These events prompted NTID to re-examine its minority record, which historically is a blend of success and shortcomings. One outgrowth of this scrutiny —particularly inspired by the Congressional interest in NTID's minority student population—was a comprehensive study completed in October 1985 that looked into minority enrollment at NTID.

As a result, NTID pledged to endeavor to increase its percentage of black students by 1990. It also strongly reiterated an Affirmative Action/Equal Employment Opportunities program for faculty and staff members. In January 1986, Dr. Castle told the Institute community that NTID was committed to ensuring the success of these programs.

The coincidental timing of Tyson's letter and this renewed emphasis on creating equal opportunities for faculty, staff, and students also prompted FOCUS to take its own look at some of NTID's minority graduates.

Eight of the graduates featured here are black; one is Oriental. Their upbringings, educational opportunities, career choices, and personal goals reflect a diversity of talents and ambitions. All share the common bond of deafness, a bond that collectively makes them "a minority within a minority."

Most of them do not feel that their deafness or their ethnic status is a handicap; none of them has let these circumstances of birth hold them back.

All show a pride in their culture, a courage, and a will to overcome adversity that make them inspirational role models for young people, whether deaf or hearing and of whatever ethnic background. In alphabetical order, they are:

Carolyn Allen (1983, Accounting), a certified public accountant with the American Health and Life Insurance Company in Baltimore, Maryland; **Fred Beam** (1985, Electromechanical Technology), a graduate student in computer technology at the University of South Florida in Tampa; **John Haynes** (1978, Manufacturing Processes), a journeyman tool and diemaker at Eastman Kodak Company in Rochester, New York; **Gerald Isobe** (1976, Accounting), a cost accountant at Hickam Air Force Base in Hawaii; **Charles Jones** (1973, Data Processing and Business Administration), a professional actor and coordinator with the Employment Development Department for the Deaf Counseling Advocacy and Referral Agency in San Leandro, California; **Pamela Lloyd** (1981, Social Work), a counselor in the Office of Vocational Rehabilitation in New York City; **Carl Moore** (1974, Office Practice and Procedures), an advocate for the Deaf and Hearing Impaired at Elwyn Institutes in Elwyn, Pennsylvania; **Gregory Morden** (1977, Business Administration), an accountant at the Rochester (New York) Products Division of General Motors Corporation; and **Ronnie Mae Tyson** (1984, Business Administration-Retailing), a dormitory supervisor at the Florida School for the Deaf in St. Augustine.

Before attending NTID, Haynes and Jones attended institutions for the deaf exclusively; Isobe and Tyson divided their formative years between institutions for the deaf and mainstreamed public schools; and Allen, Beam, Moore, and Morden attended only mainstreamed schools. Lloyd, who began to lose her hearing while in secondary school, nonetheless remained in public high school; she became profoundly deaf two months after graduation.

Alumni who attended both mainstreamed and public schools tended to associate with members of their own minority group, while others who attended schools for the deaf seemed to think of themselves first as members of the deaf culture, with little apparent awareness of their identity as blacks.

In addition to their suggestions as to how NTID could improve its minority situation, all respondents expressed gratitude for the opportunities and education they received from the Institute.

Focus: *As you look back on your secondary education, do you recall how you interacted with your peers, including members of other minority groups?*

Lloyd: Growing up in New York [City], I interacted almost exclusively with other minorities. I was very much a part of the black culture, and I participated in organizations that were predominantly black. This gave me a tremendous sense of pride and inspiration.

Haynes: I lived in New York City and played sports with other black kids in the neighborhood, but most of my friends at the Lexington School for the Deaf were white. [Haynes, who is married to a white woman who also attended NTID, said that only recently had he become aware of the racial problems faced by many black people.] I played baseball and basketball, where I interacted well with my fellow team members, who were Caucasian, Hawaiian, Korean, Japanese, Chinese, Filipino, and Samoan.

Tyson: When I started at the Florida School for the Deaf, I didn't know sign language, so I didn't get along with the other black girls. They thought I was a snob, because I was always talking. My best friends were boys.

Jones: Because I was popular at school, I never really thought of my identity as a black person, but rather as a deaf person.

Focus: *When you were at NTID, in what extra-curricular activities did you participate?*

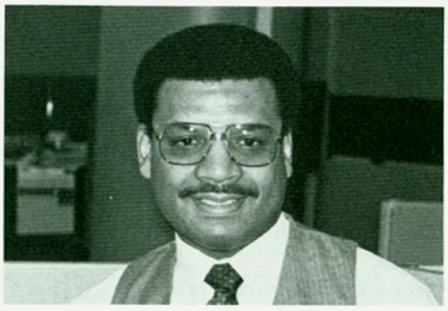
Tyson: I joined the RIT Dance Company and was chosen as a cheerleader and Miss NTID '81. I also was chairperson of the Black Awareness Coordinating Committee (BACC)-NTID.

Beam: I participated in drama, dance, and intramural sports, was a Miss NTID Pageant escort and committee member, a member of BACC, and a founder of the Ebony Club.

Allen: I belonged to the NTID Accounting Club and the Oral Deaf Adults Section of the Alexander Graham Bell Association for the Deaf.

Pamela Lloyd

Lloyd: I was active in the theatre department. RIT was where I first felt rejection from [hearing] black students. I was interested in the feelings of other black students and tried to get to know them better. During my last year, I founded a group called "Black Expressions of Deaf Pride." We encountered resistance from the NTID student organization, which denied our right to exist, stating that it was there to "serve all our needs." After a few fund-raising affairs, the group dissolved.



Gregory Morden

Morden: I belonged to Tech-A-Knight, which was a part of the Office of Special Services. It was one of several efforts to pull together hearing and deaf students through tutoring and peer counseling sessions, as well as through picnics and programs to ease the transition from high school to college for incoming freshmen.

Isobe: I was a member of RIT's varsity golf team for five years, represented the college in three national golf championships, and was an All-American in that sport. For three years, I was a member of Delta Sigma Pi, a professional business administration fraternity. I was the fraternity's first deaf Japanese-American treasurer. NTID and the fraternity named me "Outstanding Athlete of the Year."

Jones: I was a member of the Drama Club.

Carl Moore

Moore: I participated in basketball, chess, and occasionally swimming.

Focus: *Did NTID specifically have any minority student organizations when you were a student?*

Beam: I helped found the Ebony Club. It was active on campus, and I was proud to be associated with it.

Tyson: As soon as I graduated, I heard about the Ebony Club. I was thrilled and only wished it had been around five years ago.

Morden: It would have helped increase black awareness if there *had* been such groups where we could have gotten together to discuss our problems.

Focus: *Do you think that RIT's organizations for minority students are active?*

Morden: Yes, but Black Awareness Week couldn't attract deaf students because there were problems getting black interpreters.

Moore: They were active, but they had a hard time.

Ronnie Mae Tyson

Tyson: I was on the BACC executive board. I forced myself to do it because I was tired of feeling like a nobody.

You may join an organization but not be able to get much out of it. However, I was grateful just to be able to be at the meetings so that I could report back to my peers.

Beam: The RIT organizations were active, but there weren't any at NTID.

Focus: *Do you think that NTID and RIT are comparable in their acceptance of minorities?*

Tyson: I always felt a part of NTID because of my deafness. At RIT, I felt left out...

Allen: NTID students know what it's like to be rejected by your peers because you're different, so they accept you regardless of your color.

Lloyd: During my last year, interaction between black NTID students and black students from the other colleges of RIT improved. I think this was because more oral black students arrived.

Morden: NTID did not have many minority staff members. Black students need more role models—it would inspire them to see black Ph.D.s and successful black business people.

Isobe: NTID students want to communicate with each other because most of them know sign language, but some RIT students look at people's skin color before they decide to talk to them. That's why I feel deaf people should try to communicate with hearing people.

Focus: *Did you feel that minority students had a voice on campus?*

Tyson: Minority students had a voice but didn't use it. They didn't have enough support or encouragement and felt, "There are so few of us, how could we matter?"

Morden: We had a voice, but not a strong one. We aired grievances but didn't get much support. "Lampoon" [RIT student newspaper] made fun of deaf people and blacks. After that, there was a big meeting and the newspaper shut down for a while.

Lloyd: During the five years that I was there, many students left because of this frustration [having no voice] and because there were almost no social events at which we could feel comfortable. Racism is very subtle at NTID, but not so subtle that we didn't feel it.

Isobe: We had a voice, but not enough support or encouragement. When I went to RIT, there were few Orientals.

Focus: *What did you think of the number of other minority students at NTID?*

Tyson: The number of minority students at NTID has grown recently. But some of them leave before graduation. I hate to see that. The ones who leave say, "There aren't enough blacks." The number of blacks never bothered me as long as there were five or six of us.

Allen: The number of minority students was small, but it increased each year.

Moore: When I visited NTID in 1978 and '79, I was pleased to see that the number of minority students had grown somewhat.

Lloyd: We often asked why so few black students were at NTID. We were told that NTID "couldn't find them." Considering that there are no blacks on the outreach projects, this is not surprising.

Morden: Fewer than 10 black students entered with me in 1973. Black NTID students want to know more blacks, and there aren't many here.

Focus: *How could NTID improve its proportion of minority and non-minority students?*

Tyson: Set up an office of minority affairs at NTID. I know RIT has one, but NTID needs its own. Minorities need to go where they feel "at home." Also, NTID must find a better way to recruit minorities. They should send representatives to contact minority students because many of them are qualified but don't know it—they need to be told!

Beam: NTID should actively recruit more minorities and expose more of them to NTID through counselors at their schools and through successful alumni.

Allen: Use minority graduates to help recruit other minority students.

Morden: There are more minority students here now than in the '70s—there are black sororities and fraternities that didn't exist when I was a student. But in addition, they also should have black studies. During RIT's Black Awareness Week, they should invite successful black deaf people to give speeches and there should be more awareness events.

Isobe: NTID should establish a Japanese Club that could provide social activities such as Japanese and Chinese movies with English subtitles. That would make it possible for non-Orientals to understand our culture.

Charles Jones

Jones: There should be more outreach efforts; a minority person who is a role model can set an example to students.

Focus: *Were you ever disappointed at not having more minority teachers?*

Morden: Not having more minority teachers didn't bother me because the ones I had were qualified. Still, I wish there had been more. We should recruit more minority professors in English, history, and law—and counselors—and they shouldn't be limited to working with minority students. Imagine if the dean of Business just happened to be black—that would attract more minority students.

Jones: It doesn't matter, as long we have excellent teachers!

Focus: *Did you have a special teacher or mentor among your teachers or advisors?*

Tyson: Many of them were special to me—[Business/Computer Science Support Department Chairperson] Dick Orlando, [Career Opportunities Advisor] Tom Connolly, [Associate Professor of Communication] Jackie Gauger, and [Acting Chairperson, Communication Instruction II] Dr. Jacqueline Braverman. But the most special was Mary Greely-Miller [former Performing Arts dance consultant]—she helped me develop the confidence I have today.

John Haynes

Haynes: Earl Lake, my industrial technologies teacher.

Isobe: My RIT golf coach, Earl Fuller, was special to me. He emphasized that education must come before athletics and he encouraged me to keep a good grade point average so that I could play golf. He sought out athletes with a winning attitude. It didn't matter to him that I was handicapped or a member of a minority group.

Morden: Several teachers were special to me, but the most memorable was Accounting Professor William Gasser, who has since died.

In 1975, I was diagnosed as having Hodgkin's Disease. It's a form of cancer, and Professor Gasser also had cancer. After my radiation treatment, he encouraged me to "keep my chin up."

He said, "Look at me, I'm here every day, you can do it too." Although my doctor wanted me to drop out of school, I was determined to graduate.

Gasser's philosophy helped me enjoy life to the fullest. I still think of him—he was a great man.

Focus: *If you could send your children to NTID 20 years from now, what changes, if any, would you like to see on the campus?*

Isobe: I'd like RIT to establish an Oriental social club where new students could meet other Oriental people.
Moore: I'd like to see more minority counselors, teachers, and employees.
Tyson: More minorities, of course. I'd like to see them get things done—set up more than one black organization, for example—maybe a black deaf sorority and fraternity.
Beam: I'd like to see hearing people and majorities accept deaf people and minorities as intelligent people.

Carolyn Allen

Allen: I just hope NTID keeps offering the same quality courses and that it will keep updating them and adding new ones.
Morden: I'd like to see more qualified minority faculty and staff, because they would attract more qualified minority students.
Lloyd: NTID is a great school and I would have no qualms about sending my children there 20 years from now. In fact, I would probably encourage them to take advantage of all the wonderful things NTID has to offer!

The issues I have presented are issues that black people learn to deal with at an early age. They are not exclusive to NTID or even to college life.

Focus: *Do you consider your deafness a significant handicap?*
Tyson: I don't consider my deafness a handicap because I am capable of doing everything a hearing person can do.
Beam: I can't hear, but I can do anything—so deafness is no handicap for me.
Allen: It's only a handicap if you let it keep you from your goals in life.
Morden: It's a handicap only if you want it to be.
Isobe: Being deaf is a handicap, and I overcame it by getting a college education and a white-collar job in the hearing society.
Jones: It's part of life to do more than others who have more!

Focus: *Do you consider your race an additional handicap?*
Isobe: Yes. On the mainland, as a deaf Japanese-American, I am a member of two minorities. People there notice the color of my skin before they realize that I'm deaf.
Beam: No, there are many different races in the world. Would one call them handicapped?
Tyson: It just means that I have to try harder, especially being a black deaf female!

Focus: *This year, for the first time, Martin Luther King Day was celebrated as a national holiday. Do you have any thoughts or observations on Dr. King's efforts on behalf of minorities in America?*
Tyson: To me, Dr. King is a symbol telling us to keep on trying—never give up on your dreams.
Allen: We should always remember what Dr. King stood for, and we must be sure our children know who he was and what he did for minorities.
Morden: His dream of one nation gave us a goal to strive for; without him, we never would have progressed this far.

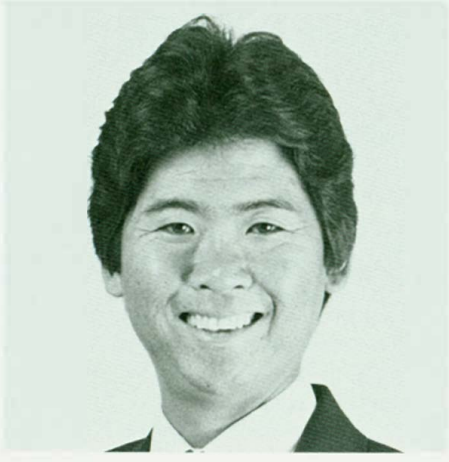
Fred Beam

Beam: He did so much in order for us to be recognized as human beings. His deeds prove that minorities can reach their dreams.
Lloyd: I was hearing when Martin Luther King died. I will never forget the loss I felt. He was a great inspiration not only to blacks, but to all races.

What saddens me is the lack of information that schools provide in terms of black history. What little I received was supplemented by my parents and friends, but many black deaf children are deprived of this rapport with their black community. As a result, the sense of pride in being black often is absent, and black deaf children are not being encouraged to dream.

I wish that educators in the deaf schools would teach black history to *all their pupils*, and I hope that with the celebration of Martin Luther King's birthday as a national holiday, this may be realized.

Focus: *Do you have a role model?*
Tyson: I'm my own role model; if I looked up to someone else, I'd be criticizing myself. I admire my parents and I'm like them in some ways, but it's important to me to be my own person.
Haynes: Earl Lake and [Kodak] Group Supervisor Harry Steiner. Steiner started as a tool maker and became a supervisor.



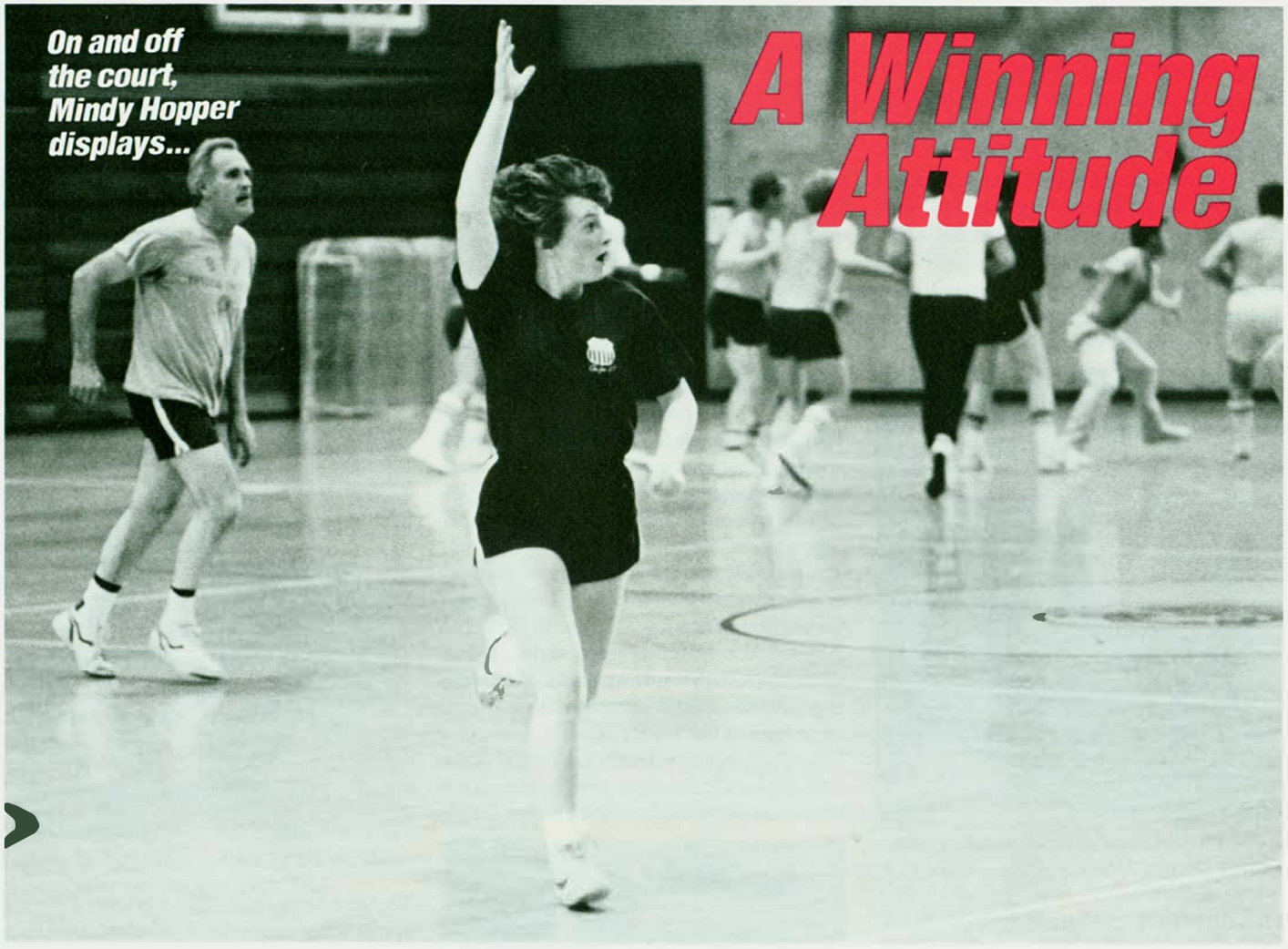
Gerald Isobe

Isobe: My parents. They inspired me to try harder because I was deaf. They encouraged me to get a college education and a professional job. My goal is to become an example of what deaf minority people can accomplish in the hearing world.
Allen: Other successful working women.
Beam: My parents—my father helped me to be courageous; my mother showed me the sensitive side of life.
Morden: My late mother was my role model and my inspiration. I was the first in my family to get a college degree and I knew she cared.

When I was at NTID, there were no role models among the black faculty members. If NTID can't hire them, at least they should bring in speakers.

There are lots of successful minorities out there. They should talk about what it's like to be black and successful.

NTID should not bring in blacks just because they are black—they must be qualified, because NTID standards are among the best. Any student who comes to NTID gets a top quality education.



A Winning Attitude

Always moving In a basketball game with "The Noontime Warriors," Hopper takes advantage of an open space to call for the ball.

By Ann Kanter

Her lithe, athletic gait bespeaks self confidence. Her breathless speech, bullet-like delivery, and flashing eyes suggest exploding fireworks.

Mindy Hopper, NTID's "cross-cultural educational specialist," holds a newly created position and reports both to the NTID Student Life Team of the Human Development Department and the NTID Support Team for Physical Education and Athletics. Her job is to increase awareness and interaction among hearing and deaf students, faculty, and staff members.

"This is supposed to be a mainstreamed campus for *all* students," she says, making the sign for "mainstream" —the right and left hands, palm down, starting near the shoulder and converging in front of her body.

"But this is how we're mainstreamed for many students." She demonstrates, using the same handshape, but moving the hands in parallel paths that do not meet.

"It's obvious that there is a communication barrier, and that can create fear. Some deaf and hearing students at RIT don't know how to approach, interact, and be comfortable with each other.

"But even though they may belong to different campus organizations, they're both attending college in order to earn a degree and get a job. When they get those jobs, it's possible that each may work with people of the other culture. To prepare for that, they should take advantage of this opportunity for equal participation in RIT's mainstream setting. If I can get each of them to respect and understand the other's culture, it will go a long way toward breaking down that barrier."

Dr. Jeffrey Porter, chairperson of the Human Development Department, says that Hopper's position reflects the important area of interaction between NTID as a college and RIT as the surrounding host institution.

"Mindy's job is to make activities between deaf and hearing students as meaningful as possible. It doesn't solve all the problems, but it's an important strategy."

A native of Collinsville, Illinois, Hopper was born deaf, the only child of hearing parents. From the age of 16 months to 9 years, she attended the Central Institute for the Deaf, an oral school in St. Louis, Missouri. She then attended

Collinsville public schools and Illinois State University, where she earned a B.S. degree in adaptive physical education (December 1982) and an M.S. in deaf education (May 1985).

In her senior year at Illinois State, she opted to learn sign language.

"I knew I wanted to work with deaf people," she says, "and since many of us prefer to communicate in sign language, it seemed like a good idea."

After her experience as a student teacher in physical education, she became fascinated with deaf culture and sign language and decided to go to graduate school, where she studied linguistics and the cultural aspects of deafness.

Armed with the combination of communication skills developed in the hearing world and her newly acquired signing skills, Hopper had a distinct advantage.

"I think my communication skills helped me get this job," she says, "but regardless, I'm glad I learned to sign. My comprehension and vocabulary have increased tremendously, and total communication is wonderful!"

Hopper first came to RIT in 1985, as a master's degree intern in the Physical Education/Athletics Department. Her responsibilities included significant amounts of time observing faculty and student interaction in class, helping to coach RIT's varsity softball team, teaching volleyball and sign language classes, and helping the NTID Support Team for Physical Education and Athletics at special events.

Both Hopper and the department members agree that physical education is a good place to initiate interaction between deaf and hearing students.

"In an academic situation, students sit through a class, and often when it's over, they go their separate ways," she says.

"In sports, on the other hand, students get to know each other's names and numbers and how to keep score, communicate with body language, and work together as a team."

As cross-cultural educational specialist, Hopper implements monthly workshops for physical education teachers and coaches, and also teaches them sign language. During the fall and winter quarters, she coordinated workshops on such topics as "Myths and Misconceptions of Deafness"; "Motivation Training"; "Deaf Culture and Humor"; "Why Athletes Quit/What Makes Them Stay?"; and "It's a Deaf, Deaf World," a teaching tool developed by Instructor Barbara Ray Holcomb and Associate Professor Mary Lou Basile and adapted for physical education classes by Hopper.

"She's full of energy, and has tremendous enthusiasm and warmth. She approaches things with an open mind and sees lots of possibilities."

In her college days, Hopper participated in varsity softball, soccer, volleyball, and basketball. Although she was the only deaf student on any of those teams, she did not consider that she had a problem.

"To compensate for my hearing loss," she explains, "I learned to use my peripheral vision. Sports is a good area for a deaf person because it's so visual. In this job, my deafness is an asset—I can explain to the coaches and instructors what a deaf athlete goes through. There are times, though, when even peripheral vision isn't enough."

To demonstrate, she slips from her seat and lands lightly on her feet, as if she were fielding a softball.

"If the instructor looks down at the ball while she demonstrates," she says, "you can't see her lips. That's important for deaf athletes because they need to lipread.

"Hearing instructors used to working with hearing students can *hear* spoken signals, so often they don't realize how important the visuals are. Once they are aware of this, it's not difficult for them to adapt. They can give the instructions verbally, demonstrate, then verbalize again. They also can use visual aids, such as overhead projectors and task analysis charts."

In her role with the Student Life Team of Human Development, Hopper works with various student organizations, including Student Orientation Services (SOS) and Greek affairs.

In this area, she reports to Eleanor Rosenfield, Student Life staff chairperson, who calls Hopper "terrific!"

"She's full of energy, and has tremendous enthusiasm and warmth. She approaches things with an open mind and sees lots of possibilities."

Hopper's actions bear this out. What might be a problem for someone else to Hopper is a challenge to be met with relish. She describes one such situation.

"Many hearing students arrive at RIT without ever having known a deaf person. They wonder how they'll communicate."

For such students, Hopper coordinates a series of programs aimed at helping them feel comfortable with their deaf peers.

For incoming freshmen, their parents, and transfer students, SOS shows the videotape, "Deaf People Are People, Too." It also presents separate panels of deaf and hearing students who tell how their first reactions to members of the other group changed when they got to know each other.

Just as hearing students might experience "culture shock" in their introduction to deaf classmates, so too may deaf students have a similar reaction to their hearing peers.

To explain such potential "cultural" differences, Hopper tells new deaf students that hearing people use many idioms, have their own frustrations, and "'Like you, at times they don't understand all the instructors' words.' It's very comforting for deaf students to know that."

To orient resident advisors (RAs) who will work on mainstreamed floors in the residence halls, Hopper coordinates a two-day intensive training program comprised of workshops, activities, and a tour of NTID.

She also calls upon hearing student Todd Barber, a veteran RA on a mainstreamed floor, to talk about his successes and frustrations in that position. To alleviate the deaf person's problem of not knowing who is speaking at a group meeting, for example, Barber asks participants to toss a beanbag to the person whose turn it is to talk.

Strategy session *Hopper meets with Student Development Assistants Carl Andreasen and Kris Smith to formulate workshop plans.*

Of RIT's 10 fraternities and four sororities, two each are comprised of deaf students.

"Members of each group have talent and ideas," says Hopper. "It would be mutually beneficial if they got together to share them."

In addition to these varied responsibilities, Hopper also will coordinate Deaf Awareness Week, an annual September event.

During that week, she hopes to bring to campus some well-known deaf and hearing people who can serve as role models and inspiration for the students. Among those she is considering are Stephanie Beacham, the actress who plays Sable on "The Colbys"; Northampton, Massachusetts, City Councilman Kevin Nolan, an NTID alumnus; and deaf cast members from the Broadway production of "Children of a Lesser God."

In a somewhat different vein, Hopper trains three deaf student development assistants to become leaders in providing workshops on deafness. They present these workshops to various local groups, including health care providers, government agencies, employees of stores and restaurants serving hearing-impaired customers, parents and teachers of hearing-impaired children, and boy and girl scout troops.

Workshop topics vary according to the groups' wants and needs and cover topics such as deafness, sign language, cultural differences, and communication on the job.

Hopper considers these workshops one of her more important responsibilities. Through them, students reach out to create deaf awareness in the community. They then recruit more volunteers to join them, thus developing their own leadership skills.

Before Hopper came to NTID, her goal had been "to teach deaf children in the warm south." Nevertheless, her move to Rochester has worked out well.

"Once I got to know the wonderful people here, the weather didn't seem to matter," she says. "I thought New Yorkers would give me the cold shoulder, but it's been a warm shoulder. It's been a fantastic experience.

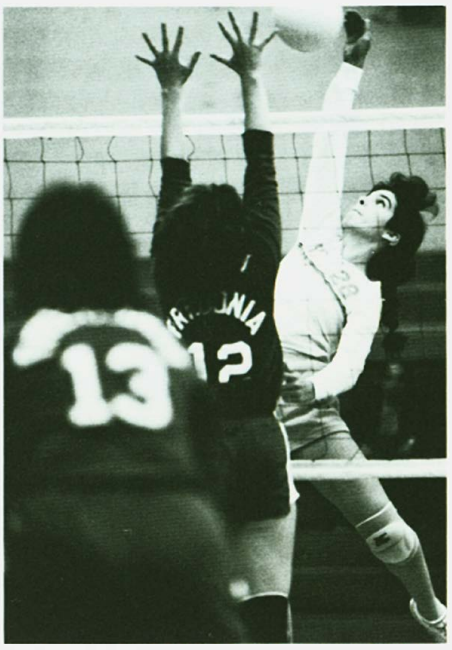
"In addition," she says, "I fell in love with downhill skiing, and that really changed my feelings about the weather."

Since workday lunch hours are not conducive to that pursuit, Hopper often gets her exercise by joining in a noon basketball game with fellow faculty and staff members—all men. One of the younger players, she also is the only deaf participant. Her minority status does not intimidate her; in fact, observers report hearing her shout to her older, male teammates, "Go for it!"

Hopper's confidence and competitiveness on the basketball court bespeak her attitude toward life in general.

"She doesn't look at something and say, 'I can't,'" says Rosenfield. "She says, 'I can.'"

Deaf Athletes Make the Grade



In her second season, Kathy Cleary helped guide women's volleyball last fall to a school record 32 victories.

Dr. M. Richard Rose

Tennis ace Marie McKee was named Female Athlete of the Year in 1980.

Colleges and universities are being challenged as never before to integrate programming for the development of the "whole person" in the educational equation. RIT has increasingly attracted higher quality students, whose expectations of programming and facilities go far beyond the classroom.

While Rochester Institute of Technology has a premier role in career education, we take seriously our responsibility to offer programs that address the personal, physical, social, and spiritual needs of our students.

From the start, under its founding director, Dr. Robert Frisina, the National Technical Institute for the Deaf has shown exceptional foresight in emphasizing the importance of both technical and personal skills required to succeed in all areas of society. It's one reason why NTID has always had a placement record for its graduates that is unmatched in higher education.

This year, RIT added a chapel that has provided a source of strength and personal help for many of our students. Our deaf students have expressed the importance to them of the chapel, chaplains, and programs that offer spiritual support.

In addition, RIT also has enjoyed exceptional success on the athletic fields—thanks, in part, to many superior deaf athletes.

Cross country, for example, completed its second undefeated season and finished third in the national meet. RIT's cross country success goes back many years. Two successful deaf athletes of the 1970s were Bob Backofen of North Coventry, Connecticut and Mark Blesch of Cupertino, California. Blesch was one of a small group who ran coast to coast as part of RIT's 150th anniversary celebration. The effort set a national record.

In the 1970s, deaf student Gerald Isobe of Hawaii participated in varsity golf. I'm proud to point out that Isobe is now considered one of the outstanding young leaders of America for his community initiatives in Hawaii.

RIT also is proud of its hockey team. Our skaters have won national titles in two of the last four years. When our program was building in the 1970s, it was NTID student Deane Sigler of Michigan who led the way.

NTID's Ron Rice of Illinois was RIT's first swimming All-American in 1977. Last year, deaf student Karl Wilbanks of Idaho became RIT's first four-time state collegiate champion.

And in 1980, RIT's tennis team was 8-2, thanks to Marie McKee, an NTID student from Michigan. Her accomplishments earned her Senior Female Athlete of the Year honors at RIT.

Celebrating RIT's 150th Anniversary in 1979, Mark Blesch gets ready to pass the baton to a fellow coast-to-coast teammate.

Just as impressive was Donna Martin, a deaf student from Austin, Texas. Martin was RIT's first Female Athlete of the Year in 1978. And this year in volleyball, Kathy Cleary, a sophomore from Albany, New York, was a standout performer, helping RIT set a school record for most wins.

John Reid, from Cincinnati, Ohio, carried the banner in wrestling. Several years he won the New York State championship at 142 pounds.

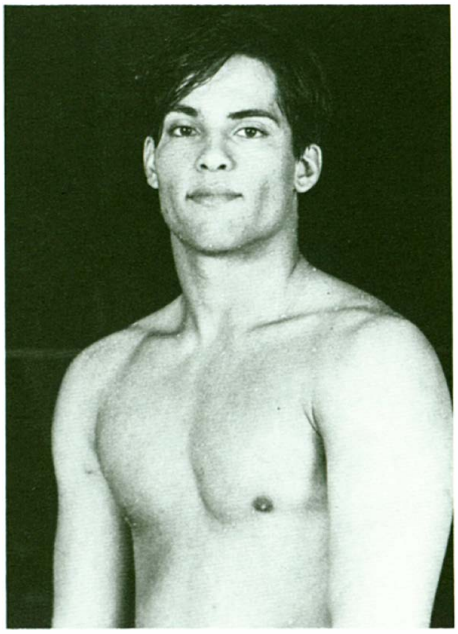
Adam Dworkin of Seattle, Washington currently starts in the outfield on the RIT varsity baseball team. Even more important, he made the Dean's List in printing technology.

While I have singled out a few of our superior athletes who happen to be deaf, I should also mention that RIT has one of the most comprehensive intramural programs found anywhere in the country. Some teams find hearing and deaf students competing side by side. In other cases, our teams of deaf students excel. In basketball, for instance, a deaf team has won numerous championships.

What I am emphasizing is that leadership and physical development are vital to our educational philosophy.

Many of our deaf students are exceptional: they are bright and fit in well. One of the great social benefits is seeing our hearing athletes working with their deaf peers to learn sign language. Education is a two-way street. At RIT, we don't isolate our deaf students from society—and every day they prove their ability to compete athletically and academically.

M. Richard Rose, President
Rochester Institute of Technology



Karl Wilbanks recently completed his swimming career at RIT and won a record four straight state titles in the 200-yard butterfly.

Wrestler John Reid was New York State champion and later named assistant wrestling coach.

1976 graduate Deane Sigler was named outstanding defenseman.

Rochester Institute of Technology

One Lomb Memorial Drive
Post Office Box 9887
Rochester, NY 14623

Making It Work

The Education of Alan Gifford

By Emily Andreano

"If you don't stop that *this instant*, it will go on your school record."

It was an ominous threat in an ominous time. Teachers probably have stopped brandishing it as a classroom weapon, but in the 1950s and at the cusp of the next decade, when Alan Gifford entered school, it was a matter of some concern.

Gifford's hometown was near Boston, where a noontime kiddie television show host named Big Brother Bob exhorted his pint-sized viewers to stand up and join him in reciting the Pledge of Allegiance, which he followed by downing a glass of milk, an exercise in which his fans also were expected to partake.

The flag on the show stood beside a smiling image of President Eisenhower, who was in office then, protecting us from any imminent Communist incursion. The school record was, in the minds of many, a sinister juvenile version of Senator Joseph P. McCarthy's *Red Channels*—one false move and you could be blacklisted for life.

But Gifford and his generation grew up. The Baby Boomers, as they have come to be called, now crowd the nation's economic horizon. They are people with no pasts, Athenas sprung full grown from the head of Zeus, for whom school records and elementary school teachers are vanished reminders of a forgotten childhood.

At first glance, Gifford appears to be one of them. A planning engineer for Stone and Webster Engineering Corporation, which is headquartered in Boston, he now is on temporary assignment at the Illinois Power Company's Clinton Station.

He graduated from RIT with a bachelor of technology degree in civil engineering technology in 1977, and has been on the move from firm to firm ever since, steadily rising in the profession with each new position he accepts. He is married to a former Power Company employee; both have daughters from previous marriages.

He is a solid citizen, a member of the Professional Association of Diving Instructors, the American Association for the Advancement of Science, and the National Registry of Interpreters for the Deaf. He founded the Stone and Webster chapter of Toastmasters International.

He has his own boat and in his free time he loves to ski—both water and cross-country. He was selected for the Deaf Olympics, both in 1971 and 1975. He reads voraciously and loves tinkering around to discover "what makes things work."

But Alan Gifford has not forgotten his school record or those who helped him forge it. Nor have they forgotten him.

Tucked away in the spot she has occupied for the past 40 years, Sister Mary Declan, or Sister Declan Sullivan, as current church doctrine now permits her to be called, has no trouble instantly recalling her former first-grade student, who is now 34.

A certified audiologist and former teacher at the Boston School for the Deaf in Randolph, Massachusetts, she speaks without a moment's hesitation of her erstwhile pupil's initial reluctance to attend the residential school:

"We were 30 or 40 miles away from Alan's home, and at first he really minded that. It was emotionally wrenching for him, but once we got him calmed down, he became one of our better learners; I even used him as a case study for a term paper I was writing."

When surprise is expressed at her vivid recollections, she is matter of fact; one senses that all her students receive the same careful attention.

"I have very pleasant memories of Alan," she says, "but much of the credit for his success must go to his parents, who gave him every advantage."

It is a sentiment echoed by Gifford's sister, Lynell Holmes of San Carlos, California. She traces a childhood of shared ambition and good humor that was fostered by their parents, Courtney and Shirley Gifford, now living in San Jose, California.

The advantages to which they refer were not material, but rather ones to which any parent has access—time and patience.

Holmes reveals that her parents suspected their son's deafness from the first, but were spurned by doctors who insisted that his problem was mental retardation. Finally, when Alan was 5, a doctor confirmed their suspicions.

Quickly, they adopted a plan of action. Mrs. Gifford wrote to a now-forgotten clinic, which supplied her with teaching aids.

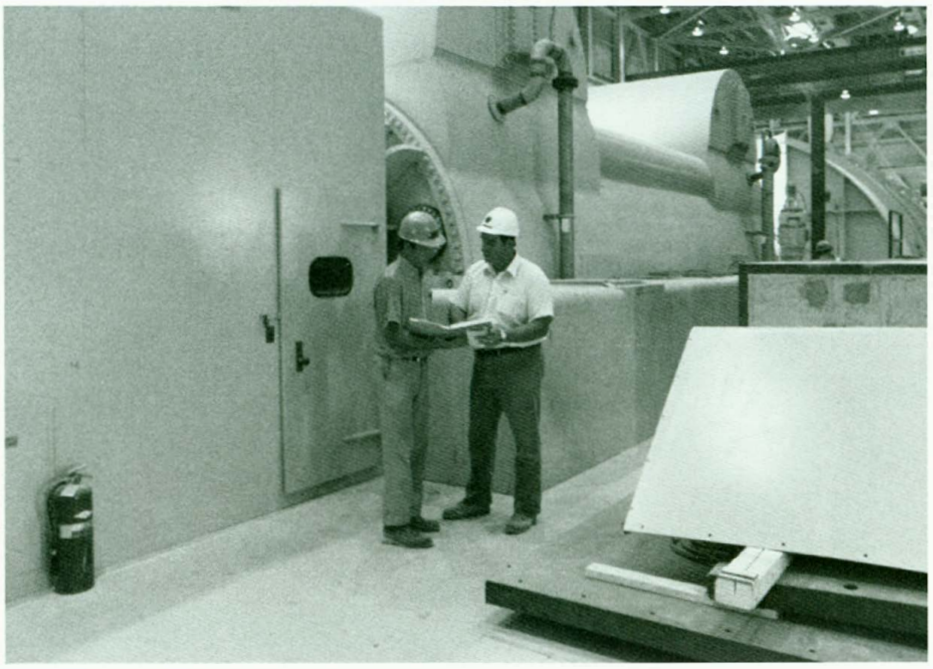
Holmes is four years older than her brother. ("For publication purposes I prefer to be referred to as his kid sister," she says archly.) She has normal hearing, but their mother always worked together with them.

"Right after his hearing impairment was diagnosed," Holmes recalls, "I was confined to my bed with an illness for eight weeks. His toys were moved into my room and it became his playroom, so that my mother could work with and take care of both of us.

"He never was sheltered from anything," she says ruefully, "nor was I. I remember once when he was 6 years old, someone told my teacher that I had a brother who was stupid and couldn't talk. Our family had a shared sense of humor that helped us get through incidents like that."

Gifford's sense of humor was carefully crafted by his family, who painstakingly explained the idiomatic English endemic to most jokes.

"It got to the point," says Holmes, "when I would dread hearing a joke in Alan's company, because I knew he would later expect us all to dissect it so that he could understand it completely."



Hard hats and humor *Alan Gifford's day is a combination of the practical world of the engineer and his love of a practical joke. Shown here at left, he gets serious with supervisor Dave Schlatka inside the turbine building of the Illinois Power Company's Clinton Power station.*

Their efforts apparently paid off. Describing how Gifford learned to talk, despite a hearing loss of more than 95 db in both ears, she explains that in order to understand where sounds came from, he was taught to place his hands on the speaker's chest. She blushingly reveals that her brother insists it was an early start on years of repeating similar activity.

Gifford now wears two hearing aids at all times. "Without them I can't hear a firecracker go off behind me. But I could feel it," he adds slyly, "so don't try it."

As a child, Gifford was an inveterate prankster. Once, when the family was playing host to several female exchange students, he enlivened their visit by awakening them at 3 in the morning to the sound of sleigh bells, which he had secretly slipped through the laundry chute earlier in the day so that they would be audible throughout the house.

The family's camaraderie did not escape the notice of Gifford's other teachers as his education progressed.

Aside from one day of third grade spent in a public school ("On the first day I was so lost and confused; I came home at lunch time throwing up. That was it."), Gifford remained at the Boston School for the Deaf for nine years. From there he was sent to the Austine School for the Deaf in Brattleboro, Vermont.

Elliott Igleheart, Gifford's English and social studies instructor at the latter school, recalls the boy's "excellent articulation and facile use of idiomatic English. His grasp of the abstract was precocious, and made quite a difference in his ability to learn."

But more important, in Igleheart's view, was Gifford's relationship with his family.

"I observed them together on numerous occasions," he says, "and there was a level of give-and-take, teasing, and love that made for a marvelous family relationship. It was more than the normal hugs, kisses, and warmth: there was an immediate exchange of ideas. Alan was included in every bit of communication."

Headmaster Richard Lane recalls Gifford as a "smart rascal."

"I remember his mother telling me that she was forced to keep a lid on his crib to keep him from scrambling out," he says with a smile.

Lane was another in the parade of people who were to help Gifford on his way.

"The kids here are taught to respect one another," he explains. "I love Alan Gifford and his former roommate, Ned [Edmund] Casey. They earned it."

Casey, now assistant manager of distribution for Nynex Enterprises in Somerville, Massachusetts, recalls that his relationship with Gifford got off to a rocky start.

"At first, Alan didn't seem to want to accept the responsibility that was thrust upon all of us at the school," Casey explains. When pressed, he reveals a common roommate problem—differing notions of what constitutes a "clean room."

But the boys were able to patch up their differences to the extent that they remain fast friends. Casey served as Gifford's best man, and describes his friend then and now as "an outgoing, determined person, friendly to everyone. He won the headmaster's award while we were there, no doubt in recognition of these qualities. I feel as close to him as I would to a brother."

RIT Associate Vice President Jack Clarcq and Associate Professor Paul Peterson visited the Austine School while Gifford was a student. Their description of NTID convinced him that it was the best choice for him, as he knew already that he "wanted to prepare for a technical future."

Once at RIT, he joined the Student Government Association, and founded RIT's Ski and Outing Club. To this day, he still goes camping with RIT friends.

He was successful academically as well, so much so that NTID Dean James DeCaro and his wife Pat encouraged Gifford to seek a baccalaureate degree. DeCaro explains that he sensed that Gifford was "really bright," and now describes him as a man with a "personality that just won't quit."

The Rev. Lawrence Mothersell, professor in NTID's Department of General Education Instruction, elected to capitalize on that personality by inviting Gifford to speak to a group that he himself initially had been scheduled to address.

"I was asked to give a talk on social adjustment to deafness at the State University of New York College at Geneseo," Mothersell explains, "but believing that the talk would be more effective 'straight from the horse's mouth,' I suggested that Alan share his own experiences with the group."

It was a great success; as a result Gifford has done public appearances with Toastmasters International, and to Kiwanis Clubs, Lions, Granges, PTAs, and similar organizations. During that same time period, he was presented with the Frisina Award (given in honor of NTID's first director, Dr. Robert Frisina, now a vice president of RIT), which yearly honors the RIT student who has done the most to foster understanding between the school's deaf and hearing students.

While at RIT, Gifford also was selected as the deaf student to represent NTID's eclectic approach to communication in a PBS-TV *Nova* installment titled, "Across the Silent Barrier." He will soon be interviewed again for a planned update on the original show.

Gifford credits Professor Robert Panara with instilling "deaf pride" in him as well as suggesting to him the titles that now comprise his library of books related to deafness.

Associate Professor Dale Rockwell was another bright light in Gifford's life at NTID. Rockwell hired four deaf students, Gifford among them, to help out on his farm. Gifford took his cue from Rockwell later on, hiring several deaf students to help out around his house and yard, in an effort to instill the same measure of pride in them that Rockwell had in him.

> "He should really be looked upon as a role model, because he wanted something and he's gone out and gotten it."

Gifford lauds NTID Science/Engineering support faculty member Dominic Bozzelli as his "personal advisor," explaining that Bozzelli "taught me to make more effective use of my time, maintain my goals, and take care of things in a prudent manner."

Bozzelli dismisses the praise briskly, allowing only that he helped Gifford "see that he could be in control of his life and do whatever he wanted."

Gifford also had the good fortune to be helped by Civil Engineering Technology Associate Professor William Larsen, who remembers Gifford as "someone who had a very healthy outlook on life."

Although Larsen was not privy to the details of Gifford's upbringing, he guessed that his home life was responsible for his student's rapid success.

"He did not seem protected in any way," remarks Larsen. "When he needed to, Alan always 'bit the bullet.' "

Gifford chose civil engineering for the opportunity it gave him to apply science and engineering to what he terms a "practical world." He is especially fond of his present position at Stone and Webster.

"Construction is what I love," he explains.

It must show in his work, for he is praised by supervisor and co-worker alike.

David Schlatka, project manager for the Clinton Station, says Gifford is "as good, if not better" than anyone else he has ever known in the same position.

"He's a really unusual person," says Schlatka, "so positive, so special."

Stanley Gammon, superintendent of construction at the site and Gifford's co-worker, praises Gifford both for his ability to make light of his deafness and his "outstanding ability to learn."

Before Stone and Webster sent Gifford to Illinois, he worked at the home office and lived in Goffstown, New Hampshire. There, he ran for and won the title of sewer commissioner—"the first deaf one in the nation, possibly the world," he says with a sardonic grin.

Amusing as the title sounds, the job carried with it responsibilities that called into play his engineering background, such as budgeting for a sewage treatment plant and system, obtaining federal grants for new sewer lines, receiving and approving tie-ins (new construction), and working closely with developers to plan proper sewage disposal.

Also while in New Hampshire, Gifford shared a seat on the bus to work with Harold Wyckoff, an engineer now retired from Stone and Webster. Although Wyckoff says that he and Gifford had no business interactions, their daily journeys developed into a "rather pleasant friendship."

The Gifford family often was invited to enjoy Wyckoff's indoor swimming pool. Gifford also taught Wyckoff some sign language.

"To this day," says Wyckoff, "I have thoughts of returning to school to be able to communicate with more deaf people. I think it's so important."

Thomas Fryer, retired director of Public Works for the town of Westborough, Massachusetts, worked with scads of engineers in his long career, and found Gifford, who was sent to Westborough on field assignment, to be "an exceptional young man." Gifford confided to Fryer that he had lost his first job out of college because of his hearing impairment.

"Isn't that a hell of a piece of business," says Fryer. "He should really be looked upon as a role model, because he wanted something and he's gone out and gotten it."

Virginia is for lovers ^ these

By Kathleen Sullivan

Approximately four miles south of the Civil War site of the Battle of Bull Run, the lush complex of the International Business Machines Corporation (IBM) blends into the rolling hills of Manassas, Virginia. The business being conducted here is civil in nature but technological in bent. That suits graduates Gary and Jeanne Behm just fine.

Gary, who received a bachelor of technology degree in electrical engineering technology in 1981, is a semiconductor tester architect at the IBM facility; Jeanne, who received a bachelor of science degree in accounting that same year, is a financial analyst, responsible for engineering. Both have been with IBM for five years.

How did these "college sweethearts" end up at IBM?

In Gary's case, via Michigan, New York, and Alaska.

The Flint native enrolled at NTID in 1974 to study manufacturing processes and met his future wife two years later.

"I first saw Jeanne during her orientation," Gary says. "I wanted to date her, but it was tough because I was in summer school at the time. I couldn't keep up with my work!"

Jeanne, who good-naturedly rolls her eyes at this memory, arrived at NTID from Dresher, Pennsylvania, where she grew up in a deaf family—the exact opposite of Gary's home situation, where he was the only family member with a hearing impairment.

Gary and Jeanne Behm

Gary attended the Michigan School for the Deaf during the day (where he primarily used sign language) and communicated orally at night with his parents. Conversely, Jeanne spent most of her time in public school, and used sign language at home with her family.

Jeanne postponed the decision to enter college after graduating from Upper Dublin High School. Instead, she worked as a check distribution and reconciliation clerk for Prudential Insurance Company.

"In the morning, I'd pull out the checks for premium returns or any claims filed by the insured to be paid back to them," Jeanne says. "When the checks came out at the end of the day, I'd make a reconciliation to make sure the checks weren't lost or stolen.

"When I began to see the simplicity of my job, I asked myself if this was something that I wanted to do for the rest of my life," she says. "When I realized that it wasn't, I decided to go to NTID."

Jeanne began in the medical technology program, but decided after two quarters that science was "a hobby, not a career" for her. She then enrolled in RIT's College of Business, from which she received her degree in accounting.

Gary found most of his classmates from Michigan headed to Gallaudet College after graduation in 1974. However, influenced by his high school's vocational education program, from which he learned tool and die making, Gary decided that manufacturing processes at NTID was a good career choice.

After NTID's orientation program, however, he changed his mind.

"I decided that I liked electromechanical technology better," he says.

Both Gary and Jeanne were required to participate in cooperative work experiences as part of their academic programs. One summer they tried to co-op together at IBM in California. Jeanne received a letter of confirmation for a position with the company in San Jose. But Gary didn't hear from IBM and, in the meantime, received an offer from General Motors Corporation near his hometown.

"I had one day to decide whether to take the job with GM," he recalls. "I kept hoping that IBM would come through. But Tony Finks [coordinator of Student Services at NTID's National Center on Employment of the Deaf] told me that, 'A bird in the hand is worth two in the bush,' so I accepted the job at GM. The next day I received a letter inviting me to work at IBM in San Jose, but I had to decline it."

Gary also spent one summer working for the Bureau of Land Management in Alaska. His supervisor, Michael Terry, now lives in the Virginia area and is a friend of the Behms.

"It's a small world!" Gary says.

By the time Gary and Jeanne graduated in 1981, they both had accepted permanent positions with IBM—on one condition. They asked for the summer off so that they could recuperate from the rigors of college life and get married.

Fast fingers Jeanne's work in financial administration requires lots of time on the computer.

Today, they own a home in suburban Manassas, where Gary spends his free time writing programs on his personal computer. Jeanne, in turn, uses the computer to handle the family budget.

Managing funds gave Jeanne her start with IBM. Originally she was an accountant, doing sales and personal properties taxes. From there she moved on to fixed assets and bank reconciliations, until she assumed her current duties in financial administration.

Her supervisor, John Stewart, says, "Jeanne functions very well, despite her handicap. With minor accommodation, like writing agendas for small meetings and getting interpreters for large meetings, Jeanne competes successfully with hearing employees. She's eager to take on new challenges, and she's thorough and accurate."

Gary's first role at IBM was as a semiconductor characterization engineer in the testing area. From there, he moved on to his current role as a senior associate engineer for semiconductor tester development in the general technology division.

"Gary's technical abilities and his willingness to teach others about deafness are special strengths," says his supervisor, Ron Austen.

Austen, a 1978 graduate of RIT, learned sign language as a student, and took a "refresher course" through IBM's voluntary education program when Gary joined his department.

"Managing Gary is pretty easy. He knows his capabilities and limitations. He's a self starter, which I guess you have to be if you are going to succeed."

Gary and Jeanne are responsible for two safety and security innovations at their plant. One relates to an electronic "badge reader" system that allows employees and visitors to move between different areas of the plant.

At Gary and Jeanne's suggestion, the system now includes a green light to indicate that a door can be opened. In addition, all forklifts maneuvering throughout the plant now have red warning lights to make them more visible.

Although Gary and Jeanne are not the only husband and wife team at this plant [fellow NTID graduates Cathleen (Fischer) and Cyril Potosky also work at IBM Manassas], they almost certainly are the only president and first lady.

The presidency is that of the Prince William County "Vibrations" group, an assembly of deaf and hearing people founded two years ago by Gary and Jeanne and a friend who is an interpreter.

IBM territory *Gary stops for a break in one of the company's technology areas.*

"The group is designed to promote interaction between professional adults—hearing and deaf—in the community," Jeanne explains. "It includes teachers who have deaf students in their classes, community and staff people who want to meet deaf adults, and deaf professionals."

Their activities have included fund raisers to finance a help line TTY and social events, such as field trips to the Prince William County National Forest.

"We really enjoy living in the Washington area," Gary concludes. "It's such an up and coming high technology area, and IBM is great to work for in terms of its sensitivity to deaf and hearing-impaired employees."

Jane Hamilton sees to it that everything's

Letter Perfect

By Emily Andreano

Perhaps there is some good in the statistic that computes a one in 15 chance that someone you know is deaf.* James Carney's uncle was deaf; had he not been, Carney might not have taken a chance on hiring Jane Hamilton.

Hamilton, 23, is a 1984 NTID alumna working as production manager for the Bay State Publishing Corporation in Framingham, Massachusetts. She is Carney's first deaf employee.

"She simply was the most competent person to apply for her job," explains the publisher. "I called her references and was told that communication with Jane would not be a problem. They said that because of her personality she would, if anything, be closer to the job and to other employees than the average worker, and they were right."

As production manager, Hamilton must deal with all departments of the magazines the corporation produces—*The MetroNorth*, *MetroSouth*, and *MetroWest Business Reviews*.

The company started with just one magazine, *MetroWest*, in July 1984. The reason it was able to add the other two in September 1985, according to Carney, was Hamilton.

"Her ability, her attitude about getting the job done, and the way she 'mothers' the quality of the magazines convinced us that we had the resources to expand," he says.

Currently, each magazine has a circulation of about 12,500, not inconsiderable when weighed against the formidable competition represented by the business coverage in *The Boston Globe*, not to mention two other magazines Carney cites as rivals for the attention of his readers: *New England Business* and *Inc.*

Each month, the magazines analyze successful businesses from the worlds of finance, high tech, manufacturing, retailing, and the service industries. One issue dear to Hamilton's heart profiled women in business. Carney titled his column for that month "Womaning the Work Force," and ended it with a photo of the publishing company's top-ranking women, including Hamilton.

Revenue for the magazines is accrued strictly through advertising, which renders Hamilton's job that much more important—her company's livelihood depends upon ads being well and accurately displayed. Apparently she is up to the task, for already she has been promoted since joining the firm in July 1984.

"She is strong willed and wants things done properly," says Carney, describing her working style. "She simply is not satisfied with mediocrity."

The atmosphere at the company seems no less frenetic than the norm for a business of its type, yet Carney reveals that changes have been made since Hamilton's arrival.

Sneak preview: *Bay State's Director of Marketing Dana Cunningham inspects one of Hamilton's proposed layouts.*

*according to the National Information Center on deafness and the National Association of the Deaf

"Jane told us about some of the frustrations she encountered in high school, with teachers who couldn't or wouldn't help her," he explains. "Here, she is treated differently: we make sure to turn around and face her when we're speaking to her and to emphasize important points. I honestly think it has helped us in the way we communicate with all departments."

That attitude has had its effect on Hamilton. Where does she wish to be in five years?

"Definitely here," she replies, without hesitation. "I love what I'm doing—both the job and the people, who are like a family to me. It's a friendly atmosphere, and although there's a lot of pressure, we often get together after hours to blow off steam."

The element in Hamilton's position that most appeals to her is the variety. First, she explains, there is the production of the magazine: gathering editorial copy and advertising, and then ensuring that layouts are completed on time.

Editorial copy is keyed into the computer by Hamilton's assistant. Hamilton meets with advertisers to discuss the "look" they are seeking, and then ads are typeset and pasted up "in house."

Hamilton's degree is in printing production technology, and she praises RIT's program for insisting that students become familiar with the operation of many different typesetters. The typesetting system at Bay State Publishing is not one she had used at college, but her experience allowed her to "use my head" and learn to use it in short order.

The format of the magazines remains basically the same each month, although she meets frequently with Carney and with Editor Katherine Robertson to discuss ways to improve the magazine's design.

Her responsibilities also encompass management of inventory. She determines what is needed and in what quantity—another ticklish business, since many of the chemicals with which she works have a limited shelf life: if she overorders, she's stuck with a lot of useless products; too little in the larder and they literally could have to "stop the presses" in the middle of a run.

Hamilton communicates with advertisers and vendors via a "speakerphone," an amplified telephone that the company purchased for her. Often, a secretary listens in to interpret words that sound muffled or distorted, but despite Hamilton's 98db loss in both ears, she uses the telephone in most instances.

Her facility with oral communication was fostered from the start. The only deaf child in a family of five children, she received all of her early education in the Norwood, Massachusetts, public schools with the help of a speech therapist in elementary and junior high schools.

The rough treatment she was sometimes accorded in high school may have piqued her interest in becoming a teacher of the deaf.

She "sampled" social work at NTID during the orientation program known as Summer Vestibule—the logical career path for a person with such an interest—but found that "It didn't motivate me," and switched to printing production technology, where she found a career area compatible with her need to "get up and move" on the job.

She dug in to the field, serving as vice president of the NTID Printing Club during her second year, and as president in her third year. She also acquired the work habits that her employer finds so impressive.

"We had very strict teachers," she says, her eyes betraying her amusement. "They expected us to get the job done fast, and to get it right."

While at RIT, she found herself trapped in the maw of controversy that often swirls around deaf students who have been raised in primarily "hearing" backgrounds.

"My deaf friends thought I preferred hearing people," she remembers. But they were wrong, for if there is any legacy Hamilton says she has taken from RIT it is "deaf pride, deaf power—the sense that what I am can never stop me from what I want to do."

She learned sign language at NTID, a skill she passes on through adult education courses she teaches in Walpole, Massachusetts.

Her raised consciousness does not prevent her from doling out criticism where she feels it is warranted.

"Sometimes," she says, "I see deaf people using their deafness as an excuse. I didn't get this job through luck; I got it by working hard. Deaf people who don't want to bother with the hearing world are only kidding themselves. That is the world we have to deal with if we want to get something out of life. And I," she smiles slightly, "expect the best."

"Mothering" the magazine *Hamilton offers some typesetting suggestions to her assistant, Maria Gartland.*

This Librarian STACKS UP

Susan Forman Cohen works at a very special library

By Kathleen Sullivan

Not everyone gets to work with Mikhail Baryshnikov looking over their shoulder. But Susan Forman Cohen, a librarian for deaf and hard-of-hearing people in Montgomery County, Maryland, gazes into his baby blues each time she enters her comfortable office at the Davis Library in Bethesda.

A lifesize poster of Baryshnikov proclaiming "Read!" (a promotional piece for the American Library Association) graces the wall behind Cohen's desk. And since this is the library, that seems like the natural thing to do.

There's something about stacks and stacks of well-used books that conjures up pleasant childhood memories of roaming amidst the familiar aisles for romances, classics, and adventure stories.

Cohen's life has elements of all those. For adventure, there's the circuitous route that led her to this suburban library. For classics, there is the tale of her traditional upbringing in Brooklyn, New York, where she was the only deaf child yet still "official spokesperson" for a younger brother and sister. And for romance, there's the story of meeting and falling in love with her husband, Jeff—after dating his twin brother first!

Cohen, 27, leads a walking tour of the library, looking every bit the professional in her crisp blouse, grey wool suit, and black pumps.

She declares that her job was "love at first sight," and that it took several months for her "lovesickness" to wear off. She used to think about the library "24 hours a day, 100 percent of the time," but now she's come down from cloud nine to organize and implement a multitude of programs to serve the library's hearing-impaired community.

Two heads are better than one *Susan Forman Cohen says that having Mikhail Baryshnikov "oversee" her job is not the distraction one might think.*

Giving 100 percent is typical of Cohen, who confesses that her energy comes from wanting to be challenged.

"I love coordinating programs to meet the needs of deaf and hard-of-hearing people," she says. Recent offerings have included hearing screenings, a communication aids display, and a financial planning workshop. The latter was presented by a deaf professional, because, "It's important for deaf people to have positive role models."

She also coordinated a celebration during "Deaf Heritage Week" in December as well as a 200th anniversary party honoring the birth of Laurent Clerc. (Clerc, a teacher of the deaf in France, journeyed to America in 1816 with his friend, the Rev. Thomas Gallaudet, to found what is now the American School for the Deaf in Hartford.)

"Social work allowed me to broaden the scope of my relationships with people," she admits. "I realized that I had to understand myself before I could help others."

Cohen didn't waste any time helping her future husband, Jeff Cohen, whom she met in the summer of 1977.

"I walked up to him at registration and said, 'You're Jerry's twin brother, aren't you?' Jeff, however, was somewhat disgruntled at that remark, and his response was cool.

After reevaluating the situation, he asked Susan for a date. (She procrastinated for a week or so before accepting.) Three years later, they were married.

After receiving her bachelor's degree in social work in 1980, Cohen continued for her masters in education of the deaf at Western Maryland College.

Concentration *A typical day for Susan involves at least a few minutes spent sitting down.*

Cohen's path to Bethesda, and her position at the library, began at NTID 10 years ago.

"I chose NTID," she says, "because it represented both worlds for me. I had attended mainstreamed schools and had met other oral deaf people through the New York League for the Hard of Hearing, where I attended Saturday reading classes."

Cohen enrolled in NTID's medical laboratory technology program, but soon realized that she "couldn't stand the sight of blood" and transferred into the social work program.

As an intern, she taught English to deaf high school students at the Maryland School for the Deaf. She received her degree in 1982 and became a teacher's aide in the Montgomery County Public School system. In this role, she worked with deaf, multiply handicapped children, a challenging position that she says "gave me the background I needed to succeed in my present job."

During her second year at Montgomery County, she taught and tutored high school students, which she describes as a unique experience.

"I was sent to be a role model because of my age," she admits. "I was young, they were young.... I enjoyed it, but I enjoyed even more my later work with elementary school children, who tend to *appreciate* you a bit more."

In early 1983, Cohen accepted a position with the Carroll County Public Library system in Westminster, Maryland, where she became a part-time program specialist. In October 1984, she became a full-time librarian at the Montgomery County Department of Public Libraries in Rockville.

"As far as I know," she says, "ours was the first library in the state to hire a full-time deaf librarian. I was told that I may be the second deaf person in the world to hold a public librarian position—which is a breakthrough in terms of employment opportunities for deaf and hard-of-hearing people.

"I've always wanted to be part of a developing program," she continues, "and it's nice to see this one through."

"Seeing it through" meant surviving a January move to Bethesda, where the Special Needs Library was relocated from Rockville to the Davis Library.

The facility is conveniently located near the Capital Beltway, a major interstate highway, and Cohen is optimistic that the new location will mean better access for the hearing-impaired community.

Sandwiched between the recent job move was a home move for the Cohens, who acquired their first townhouse in suburban Gaithersburg last fall.

Jeff, the "Computer Plus" manager of a Radio Shack store in Rockville, participated in his company's annual sales blitz during the fall. Last year, his sales record won the Cohens a vacation in the Caribbean. This January, they enjoyed another Caribbean cruise.

With two careers on the upswing, Cohen admits that she has altered some of her perceptions about career and family.

"When I was in college, I wanted to finish my schooling, start a career, and then take a break for a family. Now I'm not so sure. I'd really like to be able to have children *and* work."

Peer sexuality educators prove that

Ignorance Is Not Bliss

By Emily Andreano

It was the kind of moment that made you hold your breath. It happened in a classroom, filled with the latest crop of new students attending NTID's summer orientation program.

The program is meant to allow students to sample the various career areas available at NTID. Intermingled with the academics is a smattering of other topics. Today's is human sexuality.

A brief talk by the session's leader, a faculty member, introduces both the subject and the student—a Peer Sexuality Educator (PSE)—who will facilitate the discussion and solicit questions.

Someone stands: a young woman—a girl, really—whose deafness clearly is complicated further by a somewhat disfiguring birth anomaly. She has a question.

"How," she asks, without a trace of irony or self-consciousness in her voice, "will I know if it's really true love with a boy, or if he's after me for just one thing?"

There is a painful moment waiting for the inevitable snickers to erupt from the boys lining the back of the classroom.

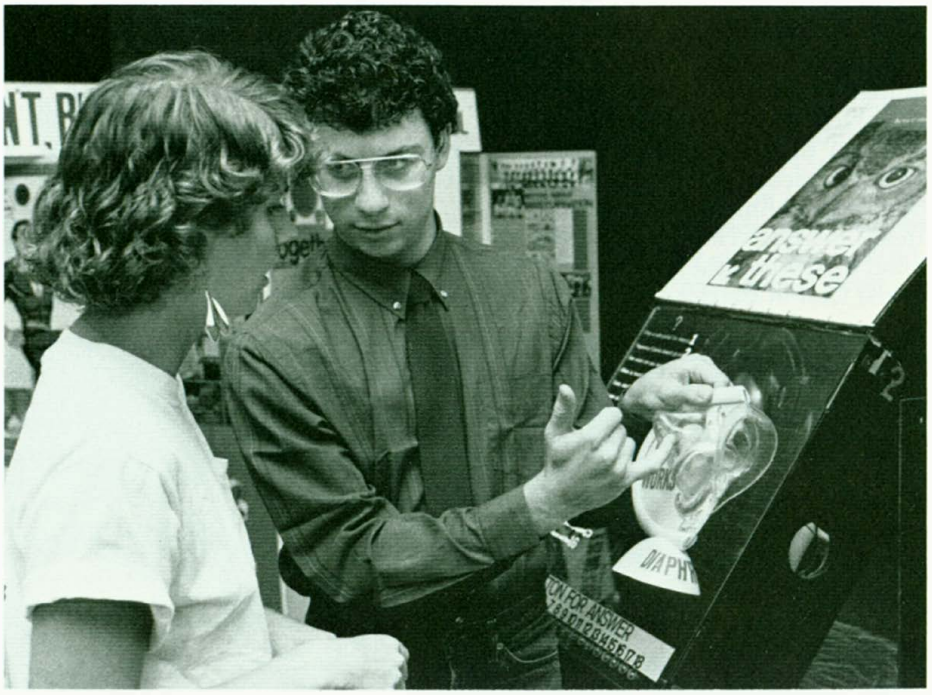
They never come. The boys are silent, their faces impassive.

Deftly, the PSE, Maureen Behrens, deflects the question. She elicits an opinion on the subject from someone else in the room.

Later, she is asked if the shared bond of deafness perhaps is what muffled the expected response to the awkward question. She has no answer.

"It's hard for me as a deaf person," she explains, "to stand back and look at myself singly or as part of a group of deaf people objectively. I can't say if we're more compassionate because of it—I've always been the way I am."

Behrens is one of the six original PSEs who were selected as part of a pilot program instituted in 1985 by the RIT Student Health Service. Eight more since have been trained to join them.



Unmasking the miracle *Using a model of the uterus, Levy demonstrates to a new student how conception occurs.*

Together, they form a network of deaf students on campus to whom other students can turn for accurate information and dispassionate advice.

The program was the brainchild of Health Service Director Cassandra Jordan, who sensed a need to establish a stronger link between deaf students and the health care services available to them. She and her staff prepared an abstract, in concert with the NTID Student Life Team, suggesting that "hearing-impaired females seek gynecological health care in an acute crisis rather than utilizing student health resources on a preventive basis," and proposing a formal peer sexuality education program for deaf students. This program was designed to improve the quality of sexuality information among deaf students and to improve their use of health services for reasons of prevention.

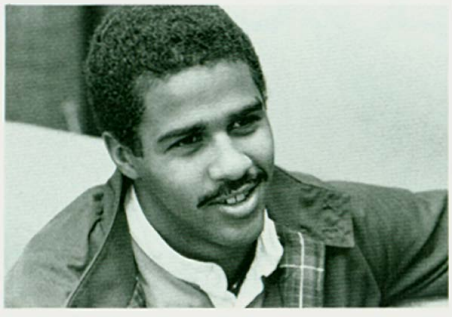
The proposal was accepted by the Metropolitan Life Foundation, which awarded RIT an $18,000 start-up grant. The program has proven so successful

Dean Papalia

that it now is incorporated into the Health Service's overall operating budget.

The six students who have completed their first year as PSEs, in addition to Behrens, are Anthony Barksdale, Jelica Bruer, Mitchell Levy, Denise MacIntyre, and Dean Papalia.

Presentations by the group, usually done in teams of two (one male, one female) cover birth control, date rape, peer pressure, relationships, sexual decision making and health, sexually transmitted diseases (STDs), and other related topics.



Anthony Barksdale

The PSEs are so well received on campus that the program devised to train the original six was granted credit-bearing status and now is a course offered by NTID's Division of General Education.

Just completing the course are William ("Scot") Atkins, Carolyn Dunn, Thomas Hardiman, Michael Krajnak, David Officer, Michele Steele, Kelly Stephens, and Jennifer Weeks. These eight now are being teamed up with the first group for presentations, which are offered throughout the year in classrooms and residence halls.

Curriculum development was shepherded by program coordinator Vicki Hurwitz, who marshalled resources throughout RIT to write the various sections covered in the training. They include an introduction to the Student Health Service and specifically to the Women's Health Care unit and the Peer Sexuality Education Program for the Hearing Impaired, as it is officially called; a discussion of sex roles that covers such topics as sexual decision making, abuse, harassment, and lifestyles; attitudes and values; peer and societal pressures; rape and incest; anatomy, conception, and reproduction; contraception; STDs; group dynamics, including styles of presentation, communication, and interpersonal skills; and resources and referral, including confidentiality and record keeping.

Jelica Bruer

Hurwitz recruited session leaders from the Student Health Service, with which she is affiliated; Campus Ministry; Campus Safety; the RIT Counseling Center; and several NTID departments, including the Student Life Team from the Human Development Department, Business Careers Counseling Services, and Psychological Services.

The students who participate in the PSE program are screened carefully. First and foremost, they must have a grade point average of at least 2.0. Applicants are expected to answer such questions as, "What would you do if you found out your roommate, brother, or sister was gay?" or "How would you feel and what would you do if your best friend said she wanted an abortion?" to weed out any signs of prejudice.

Denise MacIntyre

Their answers, however non-judgmental they may be, do not rule out the possibility of personal bias. Several male PSEs expressed abhorrence at the thought of abortion, yet claimed their individual opinions are not expressed when dealing with fellow students.

Bruer, a native Yugoslavian who moved to the United States at the age of 9, says when confronted with a problem she "gives just the facts. I have learned," says the biology major, "to avoid getting myself into the picture."

Barksdale agrees.

"My role," he says, "is to see to it that these students refer themselves to the Student Health Service. I'm not giving advice, but people feel more comfortable coming to me initially."

Sweet mystery of life Behrens points out a developing fetus to a student at an orientationsession.

The first group of PSEs were paid a stipend for their work, but there are other rewards.

For MacIntyre, it is the opportunity to "help other people make their decisions."

"I hope this experience makes me a better father to my children someday," says Papalia. "I hope they'll feel free to seek information from me instead of looking elsewhere."

The impulse to be a source of information moves Behrens as well.

"I love to share," she says. "I benefit from this as much as the students who come to me."

Levy's enthusiasm for the process is tempered with a small measure of sorrow.

"Deaf students are often so sheltered from this kind of information," he says, "it's sad."

Their efforts have not gone unappreciated by faculty and staff members who have used their services.

Judith Coryell, a developmental educational specialist for the NTID Student Life Team, notes that the PSEs "did an exceptional job in a comfortable and informative rap discussion on sexuality and wellness. Their knowledge was comprehensive, yet they were willing to disclose their limitations.

"Their presentation style," she continues, "promoted and encouraged full participation of students. In addition to skill and knowledge, they brought an aspect of fun to a topic that is often awkward and uncomfortable to present."

For Assistant Professor Michael Sinnott, who teaches "Dimensions of College Life," the appeal of the PSEs is as much the medium as it is the message.

"The whole peer concept is very attractive to me," he says. "As a means of communicating with our students, it is superb."

Students combine theory and experience

Untangling the Legislative Maze

By Vincent Dollard

In a large classroom at the University of Rochester, three parents of handicapped children, oblivious to the ragged December weather pelting the windows, engage in a lively discussion. At the front of the room, graduate student Diane Dagel directs the verbal traffic.

Dagel's presence in this classroom actually is a final exam. Enrolled in the RIT/U of R Educational Specialist Program, she is completing requirements for a graduate course titled, "Educational Goals and Processes for Hearing-Impaired Students."

Dagel and others enrolled in the program are required to articulate what they know about Public Law 94-142, the Education of All Handicapped Children Act, to 11 parents who obviously have a vested interest in that law.

Students are divided into groups of three or four and matched with an equal number of parents. The students then make their individual presentations and open the floor to discussion.

It quickly becomes evident, however, that this is more than a discussion about the finer points of the law. A high degree of emotion and concern surfaces throughout Dagel's presentation and the others that follow.

"I wouldn't have guessed that in the beginning," says Dagel. "I was prepared to present information about the law; these parents seemed so grateful to have somebody willing to give them information and support as well."

Genuine concern Parent Sandy Tronolone raises a question during the discussion.

Fellow student Tom Holcomb, a developmental educational specialist for NTID's Department of Student Life, expresses a similar reaction.

"I have a different picture of my responsibilities after the experience," he says. "It was highly emotional. I realized I have to be active in informing parents about their rights. They need more than just facts—they also need support."

Public Law 94-142, enacted in 1975, requires public schools to "provide a free and appropriate education to all handicapped children."

While this federal mandate provides individual states with the money for special education and imposes procedural requirements on how that education should be implemented, varying interpretations can be made of the law's specific points.

Dr. Kenneth Nash, director of the Educational Specialist Program, points out that these seminars were the culmination of "an entire semester's worth of study.

"Our purpose was to help students internalize the major provisions of the law," he says.

Aside from the technical aspects regarding the law, an intangible emotional dimension exists when parents chart an educational course for their handicapped child.

"This semester was set up to prepare students for the academic content and the emotional aspect of the presentations," says Nash.

Early endeavors focused on broad discussions about the history of education of handicapped persons. Students were required to read extensively about PL94-142 and its history and applications.

In keeping with the "experience is the best teacher" philosophy, students also conducted a simulated Committee on the Handicapped impartial hearing with other special education students from Rochester's Nazareth College.

Students filled the roles of parents, lawyers, and members of an impartial hearing committee.

Two-way street *Parents and students spend time discussing issues and comparing notes after the presentation.*

"We all became emotionally involved in that one," says Dagel. "Everyone had prepared so well that the participants really *became* the roles they were playing!"

"The students heard, read, and discussed the issues," says Nash. "Then we asked them, based on what they'd learned and the simulated hearing they'd conducted, to present this information to parents of handicapped children."

Nash points out that the exercise also helped sensitize students to the need to communicate with parents in a "language they can understand."

Parent Katherine Samway of Rochester supports that claim.

"It's one thing to transcribe law from a piece of paper and quite another to relate it to people."

To prepare for the parent orientation seminar, students were required to compile enough material for a three-hour presentation. During the morning briefing, however, they learned that they would have only 45 minutes to present what they felt were the most important points of the law.

This approach forced them to evaluate what they had learned, to place themselves essentially in a parent's role, and to determine what sections of the law demand the most attention.

A common theme that runs through most discussions is parent advocacy. Parents' comments make it evident that many people feel "stymied" by the law simply because they are unfamiliar with it. While sources of information regarding PL94-142 are plentiful, many parents just don't know where to look.

Along the advocacy lines of discussion are frequent references to parents as the "real experts" about their children's needs.

According to the law, a child must be examined by an appropriate professional or specialist provided by the school district. That professional then makes recommendations to the district regarding the special facilities the child might need.

Parent Barbara Lintz reveals that hearings with school districts can be "intimidating." In spite of this, she stresses that parents must overcome their fears and lobby for their children.

"People on these committees really care—but they only have the paper information in front of them. Parents know their children and know what's best for them."

Other parents with similar concerns offer their interpretations or tell of experiences that have shaped their opinions. Most of the presentations run over the allotted 45 minutes.

"That didn't leave us much time to present information," says Holcomb. "But I do feel this exercise fulfilled a need for both students and parents."

"It's important for parents to be informed," agrees parent Wilma Wood, a former teacher at the Rochester School for the Deaf. "Otherwise, they'll arrive at hearings asking for the sky, making what might be unreasonable demands."

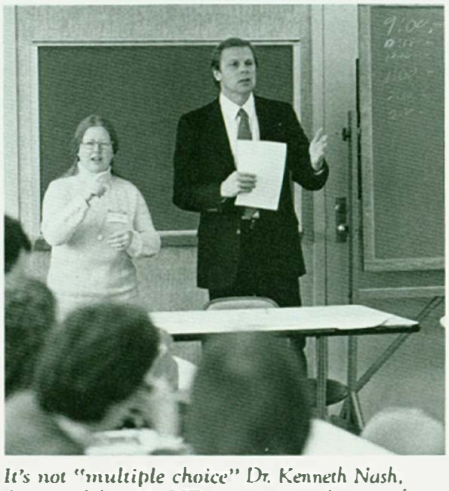
Samway mentions that the seminar offers students a glimpse of the reality of working with parents.

She also notes a peripheral, yet no less important, outcome of the seminar.

"Parents of handicapped children have so much in common. No one except another parent can understand the feelings involved. This gave us a chance to get together and exchange thoughts and views."

The interaction among parents and students provides a forum that stands as a successful application of practice and theory.

"As an educational program with a national impact," says Nash, "we must focus equally on the school, the child, and the parent. Each graduate must be skilled in all these dimensions."



It's not "multiple choice" *Dr. Kenneth Nash, director of the UR/RIT program, sets the stage for the unique final exam.*

"Dr. Nash put a lot of pressure on us to succeed with our presentations," Dagel concludes. "'Hands on' experience like this was the best part of the semester. His high expectations produced real results."

As final exams go, few exercises can test students' resourcefulness and, at the same time, teach them so much.

Interpreting views Gillies and Dr. Alan Hurwitz, associate dean and director of Educational Support Services Programs, meet regularly to discuss department needs.

FOCUS ON Katharine Gillies

By Jean Ingham

Нуждаетесь ли вы в переводчике?

"Do you need an interpreter?" Katharine Gillies, chairperson of Interpreting Services at NTID, can ask that question in at least three languages—Russian, English, or sign.

Gillies, a Virginia native who grew up outside of Washington, D.C., says that hers was an "ordinary, suburban childhood."

Following her high school graduation, she entered Oberlin College in Ohio, intending to become a psychologist.

Learning sign language was not among her priorities at that time. However, the dormitory that she wanted to live in had a special stipulation—residents had to be sign language students. So she applied to the program.

"I didn't learn sign language that term, though," she recalls. "I just enjoyed the dorm and became friends with a fellow student, Ann Walter [now Dr. Ann Walter-Fromson, a psychologist at the Central North Carolina School for the Deaf], who participated in an exchange program with Gallaudet College."

Because of this friendship, Gillies took sign language in her senior term at Oberlin. Each year, Oberlin students had a special winter term project. Two of the terms, Gillies studied languages: sign language and Russian. It was an interesting contrast.

"During this time," Gillies reminisces, "I toyed with the idea of combining my psychology major with Russian and becoming an interpreter for international conferences."

As a result of her continued exposure to different languages, Gillies became interested in different methods of communication. The summer after her college graduation, she took a job as a teacher's aide for a hearing program in the Fairfax, Virginia, public school system.

"I assisted two teachers and concentrated on communication skills," she says. "This was my first working contact using my sign language skills. It was a challenge, but confirmed my inclination to work with hearing-impaired people."

Her friendship with Walter-Fromson continued and was the basis for Gillies' move to Rochester in 1976. Walter-Fromson was working at RIT as a part-time interpreter and suggested that Gillies move because of the local need for trained persons to work with handicapped individuals.

So Gillies came to Rochester, armed with her B.A. in psychology, looking for the "ideal" job that would combine psychology and sign language. She found such a job elusive.

In the meantime, she worked as a waitress and was a substitute dormitory teacher at the Rochester School for the Deaf.

As a waitress at the Scotch 'n Sirloin Restaurant, she met all kinds of people.

"It was an entirely different slice of life than I had experienced before," she reflects. "My stereotypes about people quickly were shattered!"

Of her substitute dormitory teacher job, she says, "Children always try the patience of any substitute teacher, but as a substitute dorm resident, it was worse. I had no relationship with the children and no real handle on which mode of communication to use. And when it came to bath time... use your imagination. It was fun and I learned a lot, but it *was* a challenge."

In the summer of 1976, as a means of furthering her education and possibly getting a permanent job, she applied and was accepted into NTID's Basic Interpreter Training Program. Subsequently she was hired as a part-time interpreter. From there, she continued to climb the interpreter ladder, going from "general staff" to "lead interpreter."

Dean Santos, chairperson of the Department of Social Work/Criminal Justice Support, remembers being "impressed by Kathy's smoothness and accuracy in interpreting. She also related well to the students—observing their communication needs, and working through problems with them."

Gillies also developed a trust relationship with the other interpreters.

"I soon became aware of her administrative and leadership skills," Santos says. "So did many other people—consequently, I lost her to the upper echelon."

When the Interpreting Services chairperson position opened in November 1980, Dr. T. Alan Hurwitz, associate dean and director of Educational Support Services Programs, asked Gillies to step in as acting chairperson. In April 1981 she became its permanent chairperson.

Hurwitz explains that Gillies' job is complex because she works with people of various ranks—faculty, staff, and administration—to provide the services required.

"Kathy has a knack for this and has won support from everyone," he observes. "She has the enthusiasm, desire, and support to make things happen within the department. I have nothing but praise for the excellent job she has done."

Gillies enjoys her job because it enables her to interact with the interpreters—a group she describes as bright, creative, and energetic.

Interpreters *are* a special breed. Their work is demanding—hands must fly at the speed of more than 200 words a minute in classroom situations. As a result, interpreters may develop work-related afflictions such as tendonitis. Such ailments may make it impossible to continue interpreting, and deplete the ranks of available interpreters.

Applause *In a 1978 Sunshine and Company performance, Gillies and Steven Fritsch-Rudser received a standing ovation for their rendition of "Money, Money," from the hit musical "Cabaret."*

"Educational interpreting is a specialty," Gillies says. "It takes a certain type of person to sit or stand all day and interpret classroom lectures. That's part of the reason why NTID is developing a career ladder for interpreters. This ladder will offer better opportunities, so that NTID can attract and retain top interpreters."

Married a year and a half, Gillies and her husband, Mark Wambach, share a keen interest in horseback riding. They enjoy the sport so much that they planned their honeymoon at a resort that included it.

Gillies and Wambach met in NTID's Basic Interpreter Training Program in 1976. Later they performed together with "Sunshine and Company."

"I have fond memories of those times," says Gillies. "The group brought together the talents of more than 30 members of the NTID staff—both deaf and hearing. After performing for two national deaf conventions in 1978, we began performing at deaf schools as far away as Kentucky."

Gillies has become, as a result of her husband's interest, a science fiction fan.

"I never thought I'd enjoy it," she says. "I didn't think I could relate to fantastic worlds and unbelievable aliens. But I felt that something was missing from my education. I couldn't participate in conversations about popular scientific theory, so I pushed myself to finish reading an entire novel. And I found I enjoyed it! Then I found 'feminist' science fiction with strong female lead characters. Now I search for new feminist authors."

Gillies feels that a concerted effort needs to be made to provide opportunities and role models for young women.

"We need to see more successful females in a variety of different roles and occupations so that young women will be aware of all the possibilities open to them," she says.

Gillies realizes that science fiction novels portray a society "far into the future." In her own future, she sees a challenge for interpreting services—one that will test her leadership skills.

"It is my dream," Gillies says, "for NTID to be a model for the entire interpreting profession. We have the talent. We have the potential."

NTID NEWSLINE

Take the first step Actor Buddy Ebsen and 4-year-old poster child Shannon Barker of Utah focused the nation's attention on "Better Hearing and Speech Month" during May, as they kicked off the month-long public awareness campaign. NTID produced a poster and public service announcement for the effort, which focuses attention on America's citizens with speech and hearing disabilities.

Kudos for Combo The NTID Combo received an official "Thank you" from the White House for its performance in the "Inspire '85" festival for the disabled in Washington, D.C. Certificates of appreciation, which were signed by First Lady Nancy Reagan and Senate Majority Leader Robert Dole, were presented to the Combo by Dr. William Castle, director of NTID. Pictured are, from left, Performing Arts Music Teacher Robert Mowers, Lou Ann Steiner, Michael Riley, Performing Arts Music Teacher Diane Habeeb, Paul Molloy, Dr. Castle, James Parker, Michael Locke, and Margaret Werner.

Around the world in...eight hours The sights and sounds of 35 countries came alive at NTID in January during "Around the World in Eight Hours," a cultural event for deaf students interested in traveling to foreign countries. More than 30 RIT faculty and staff members displayed photographs, slides, items of clothing, and in some cases, food from their native countries or from countries they had visited. The event was sponsored by the NTID Student Life Team and the Department of Human Development.

A "Thank You" from Lee Iacocca

NTID Captioning Specialist Ruth Verlinde received a letter from Chrysler Chief Executive Officer Lee Iacocca, in which he praised NTID's captioning of the "All About the Statue of Liberty" television program. Iacocca said, "The high-quality captioning by the National Technical Institute for the Deaf will enable us to reach millions of hearing-impaired and deaf Americans. I would like to personally thank you for the tremendous contribution you have made to the Liberty Centennial Campaign. Your commitment will help us better fulfill our mission to involve all Americans in the effort to keep Liberty's torch lit."

Graduate Featured in *Smithsonian* magazine

Michael O'Connor, a 1984 Civil Technology graduate, is one of several Peace Corps volunteers featured in the February 1986 issue of *Smithsonian* magazine. A native of Kansas, O'Connor is depicted working with the Ecuadorean water and sanitation agency to install water systems for villages in the central Andes.

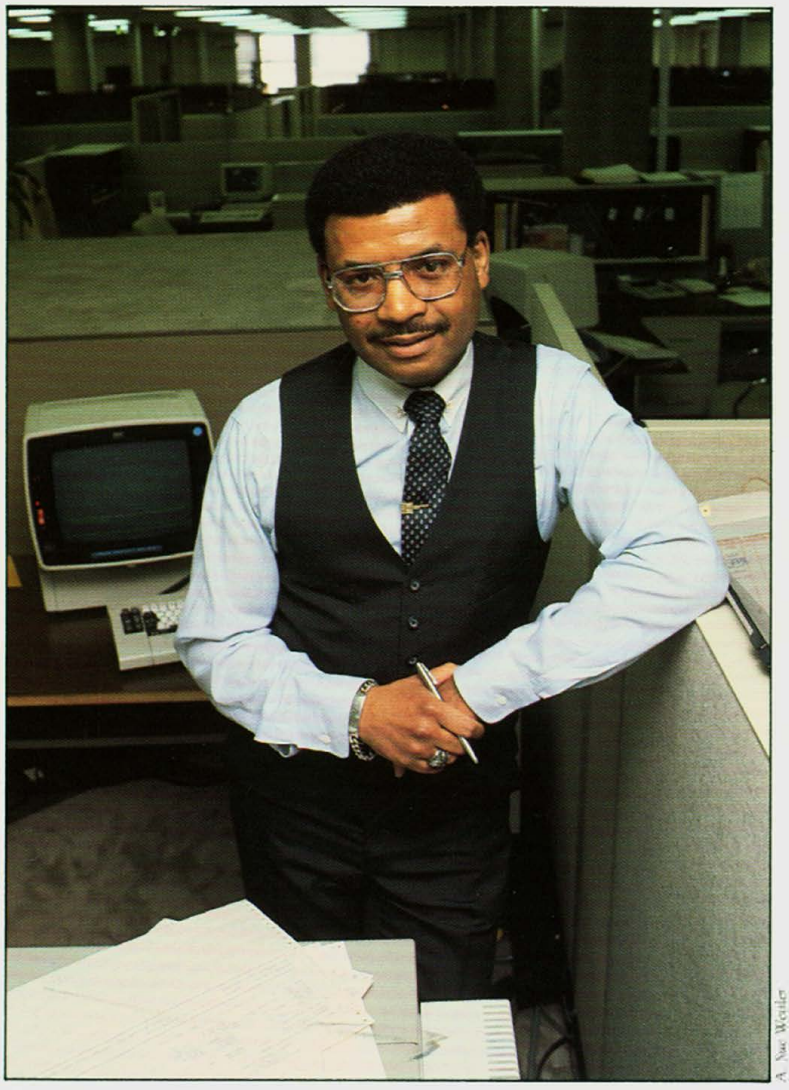
A Final Word...

As the nation tunes in to the first national television commercial involving deaf actors, we take great pride in the knowledge that one of the actors is an RIT student.

Dr. M. Richard Rose
President
Rochester Institute of Technology

Rochester Institute of Technology

National Technical Institute for the Deaf
One Lomb Memorial Drive
Post Office Box 9887
Rochester, NY 14623



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