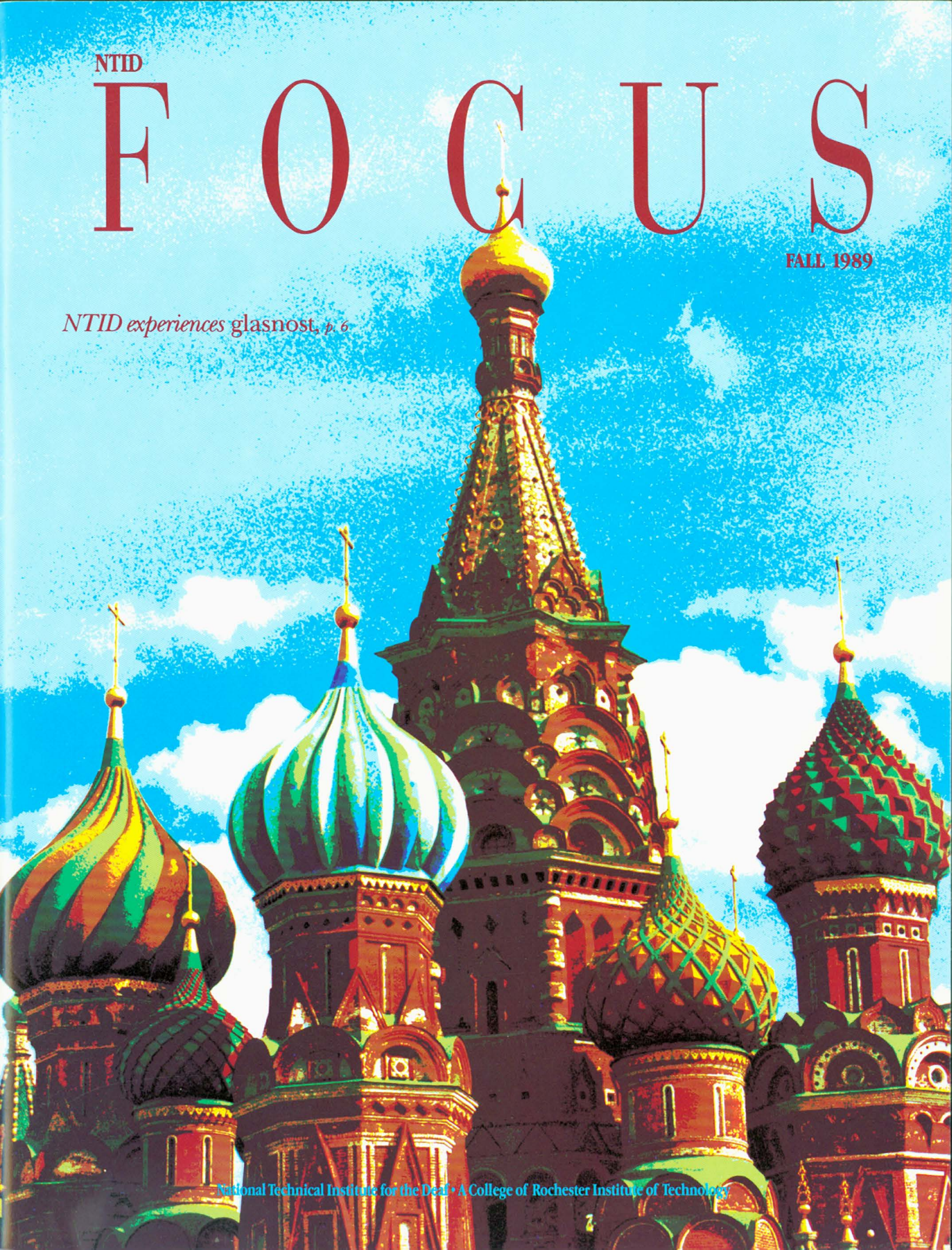
NTID

FOCUS

FALL 1989

NTID experiences glasnost, *p. 6*



National Technical Institute for the Deaf • A College of Rochester Institute of Technology

Making her move *Stacey Low of Indianapolis takes a break from lugging suitcases and boxes as she moves in for her first year at NTID.*

Photography by Bruce Wang

NTID

FOCUS

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Fall 1989

NTID FOCUS is published by the Division of Public Affairs at the National Technical Institute for the Deaf, a college of Rochester Institute of Technology, Rochester, New York.

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***About the cover** Brian Crites, a second-year student in professional photographic illustration, took this photograph of St. Basil's Cathedral as he and 30 NTID students and faculty and staff members toured Red Square in Moscow during a recent visit to the Soviet Union. The special coloring effect is known as "posterization."*

This material was produced through an agreement between Rochester Institute of Technology and the U.S. Department of Education.

A Role Model for Society

The National Technical Institute for the Deaf is, by its nature, an affirmative action institution, since its several purposes all are focused on improving the educational, social, and economic circumstances of a protected class of people—those who are deaf. It is therefore essential that NTID aggressively undertake an overlay of additional affirmative action projects designed to improve the life circumstances of members of all protected groups.

Since redoubling its commitment to affirmative action for minority and disabled people in 1985, NTID has approached the challenge of improving its recruiting and hiring record through efforts designed to bring about, over a period of time, positive and sustained change.

NTID's experience in the area of affirmative action is described in "Working Toward Diversity" on page 15 of this issue of *Focus*. You'll learn how the motivation for NTID's renewed efforts was initiated, how progress has been achieved, and why NTID must continue its efforts to create a culturally diverse work force.

As you read "Working Toward Diversity," I hope you will note the great improvement NTID has made in employing deaf people and members of racial minorities. We are proud of these figures and appreciate the dedication, hard work, and perseverance of faculty and staff members who made such growth a reality.

What is more important, I hope you become aware of the strength of NTID's commitment to promoting and preserving cultural and intellectual diversity. NTID not only must continue to hire qualified minority and disabled people, it also must dedicate itself to altering the work environment so that it is an efficient and effective place that is accepting of all people.

NTID's current and future success in this area has and will continue to rely on the cooperation and support of its employees. Together, we will continue to create for our students a work force that is as diverse as they are. We will establish a work environment that is open to cultural diversity and that will serve as a model of the situation we hope students will find in pursuing their own careers.

NTID's achievements in affirmative action have required a re-affirmation of our belief in equal opportunity for all people. We are proud of our accomplishments thus far. We have accepted the challenge because we agree with Donna Shalala, chancellor at the University of Wisconsin—Madison, who said: "There are those who believe that universities can only reflect society; I am not among them. Universities must be role models for society; we cannot afford to simply reflect society's mores. We must have the courage to lead; we must do better than the rest of society in dealing with the issue of intolerance to others."

As we approach the 1990s, NTID is prepared to lead.

William E. Castle

Dr. William E. Castle

A DAY IN THE LIFE OF TRACEY SMITH

LEARNING ROUND -the- CLOCK

by Susan Cergol

One rainy day last May, Tracey Smith learned several valuable lessons, both in and out of the classroom. The abilities to cope with disappointment and take advantage of new opportunities, she learned, are essential in the adult world.

A fourth-year student in the School of Business Careers, Smith, 25, is studying both applied accounting and office technologies. In addition to her busy class schedule, Smith is twice-elected president of the NTID business club, a student organization that develops leadership skills through social and cultural activities. She also belongs to the NTID sorority Delta Alpha Sigma.

A native of Cleveland, Ohio, Smith was persuaded to attend NTID by her older brother, Thomas, a 1985 applied accounting graduate. "I knew I could get a good job if I graduated from NTID," she says.

A look at one day in Smith's life demonstrates that an NTID education involves more than lectures and homework....

After an early breakfast in the Hettie L. Shumway Dining Commons, Tracey Smith treks across the "quarter mile" to the center of the RIT campus and heads for the Hugh L. Carey Building. There, in the word processing lab, she uses the few minutes before her first class to produce a flier announcing a vacant position on the business club's executive board.

The class, "Office Technologies Seminar," meets two hours twice a week and is a requirement for Smith's office technologies program. Taught by School of Business Careers faculty members Linda Klafehn and Lee Twyman-Arthur, it focuses on students' personal and social skills as they relate to the workplace and is designed to prepare students for employment after graduation.

"My particular interest in teaching this course," says Twyman-Arthur, "is to see what students learn about themselves in the process of problem solving and working with a group."

This day, a four-student committee gives a presentation on a topic related to the coursework: "How to Find a Place to Live and Work After Graduation." As is typical of NTID classrooms, there are no windows in the room to distract students' attention, and they sit in a semicircle so all can see.

Smith and her committee gave their presentation last week. Today, after class, members of Smith's committee meet individually with Klafehn and Twyman-Arthur for their evaluations.

The purpose of the activity, explains Twyman-Arthur, is to provide students with the experience of working as a team.

"Employers report that today's job applicants need the ability to problem solve with other people," she tells Smith.

Klafehn agrees. "Teamwork is identified as one of the 15 most important skills required to succeed on the job."

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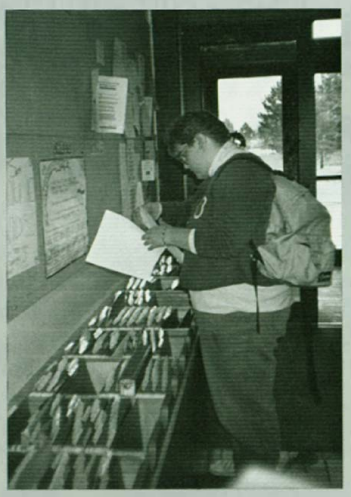
9 a.m.

As she walks across campus to the Hugh L. Carey Building, Tracey Smith pulls the hood of her windbreaker over her head for protection from the rain. The walkways are covered with earthworms, and Smith steps carefully to avoid them.

"When I was young," she explains, "I used to think if you stepped on a bug and killed it, it would come back bigger. That's why I can't step on them now."



10 a.m.

Before her "Office Practice and Procedures" class begins, Smith pulls out a bag of key chains she is selling to raise money for the business club. She is not shy about approaching her teachers and fellow classmates and succeeds in selling several key chains before class starts.

11:30 a.m.

Smith checks her student mail folder in the lobby of Mark Ellingson Hall. She will do this twice more before day's end.

12:15 p.m.

Smith and Ryan Kempton eat lunch in the Hettie L. Shumway Dining Commons. Another friend, Dennis Stickrod, stops by the table to chat briefly. All three are wearing woven "friendship" bracelets; Smith's and Stickrod's are fraying and showing signs of wear.

While Smith received a personal grade of "B-minus," the presentation as a whole was scored much lower, to Smith's dismay. She explains to her teachers that the work wasn't shared equally among committee members and doesn't believe she should be penalized for another's poor preparation.

"I don't want to complain," she says, "but I feel this grade isn't fair. People came up to me afterward and said, 'Goodpresentation.' How can I get such a low grade?"

"Your part of the presentation was very strong," agrees Twyman-Arthur, "but we were evaluating the team effort.

"Take it as a learning experience," she adds. "Sometimes in teamwork some people do more work than others."

This proved a difficult but valuable lesson for Smith. "I'm concerned about the grade," she says, "but I agree that teamwork is important for jobs I may have in the future."

After class, Smith meets her friend Lori Woods, also a business club member, who offers to drive her back across campus. The two enter Mark Ellingson Hall and make their way to the crowded elevator and up to Smith's fourth-floor room. It's a "single," cluttered with Smith's belongings, including piles of books and papers scattered on the bed and a bicycle resting against the desk. Photos of Smith participating in a variety of activities, including volleyball and white water rafting, and posing with fellow Delta Alpha Sigma sorority members, cover the wall above her desk.

Smith shares with Woods a letter she recently received denying her permission to enroll in RIT's College of Liberal Arts English sequence, a requirement to complete an associate in applied science (A.A.S.) degree.

All students take English proficiency tests upon enrollment at NTID. Based on those scores, students either take NTID-taught English classes or immediately take the Liberal Arts Placement Test (LAPT) and enroll in English classes taught in the College of Liberal Arts.

After completing several NTID English classes, Smith submitted in midwinter a portfolio of writing samples to a review committee for evaluation. Review committees, composed of one faculty member from a student's technical program, one from NTID's English department, and one from the College of Liberal Arts, assess whether students have the writing and organizational skills necessary for the liberal arts English classes.

In Smith's case, the committee decided she didn't and recommended that she take additional NTID English classes and submit another portfolio at a later date.

"How can I get a job without an A.A.S. degree?" she laments to Woods.

She decides to discuss this with Dr. William Rudnicki, chairperson of the business occupations department, with whom she already has a meeting scheduled. Borrowing Woods' car, she drives back across campus to the Carey Building.

Smith periodically meets with Rudnicki, who offers her advice and guidance, primarily about the business club.

"When Tracey became president of the business club," Rudnicki explains, "I invited her to meet with me to work out a budget. We continue to meet periodically to talk about the club."

Smith begins the meeting by sharing her concerns about getting funds from the NTID Student Congress (NSC), which oversees the budgets of all NTID clubs, to buy a computer for the business club.

"I doubt you'll be able to convince the NSC that you need $3,500 to buy a computer," Rudnicki tells her. "But I have an extra computer I think I can let the

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"Not Ryan's, though," teases Smith. "His is neat and perfect."

Smith makes plans to meet Kempton later in the day for their appointment at a tanning salon. Then, she's off across campus again to meet with her program chairperson.

Before she reaches the door, however, Smith is stopped several times along the way by students asking about the vacant position on the executive board of the business club.

"See how fast word spreads?" she says. "I just typed the flier announcing that position this morning!"

3:45 p.m.

Each week since March—sometimes twice a week—Smith and Kempton have gone to a tanning salon at Marketplace Mall, near the RIT campus. This day, the two drive over in Kempton's car with the radio blaring.

Twenty minutes later, Smith walks out of the salon. "I don't look any different," she complains.

5:30 p.m.

After relaxing in Kempton's room for one hour, Smith and Kempton go downstairs to the business club's office on the first floor of Ellingson Hall and prepare for the meeting of executive board members at 6:15 p.m.

Smith's outgoing personality and good organizational and communication skills enable her to command attention and respect.

She encourages other members to continue selling key chains ["I sold a lot of them today!"] and, after a discussion about the club's finances, Smith adjourns the meeting at 8 p.m.

business club borrow—then you can use the allotted money for other things."

Satisfied with that solution, Smith moves on to the next topic on her agenda.

"I wasn't accepted into the liberal arts English classes," she says. "I only have one more year before I graduate and I don't want to leave with a diploma."

"Have you considered pursuing an associate in occupational studies [A.O.S.] degree?" he asks.

"I want an A.A.S. degree!" Smith replies.

"You do have another option, though," Rudnicki says.

An A.O.S. degree in business technology, which focuses more on technical skills, does not require the liberal arts English classes, he explains, and is available to students on a limited basis.

"The A.O.S. degree is viewed by employers as a positive step for graduates," he says. "Both the A.A.S. and A.O.S. give students an equal opportunity to become employed upon graduation."

Smith looks over the program information Rudnicki gives her and agrees to consider the option.

That done, Smith heads for the Lyndon Baines Johnson Building to meet with Susan Brown, secretary in the communication research department.

Brown serves as Smith's mentor, a requirement for Smith's "Office Technologies Seminar." The mentoring project requires that students meet for at least 12 hours during the quarter with an assigned staff member involved in office work. It is designed to help students meet specific personal and professional goals.

Both see mentoring as a reciprocal relationship. In exchange for Brown's professional expertise, Smith helps Brown improve her sign language skills.

"My primary goals for the program are to improve my sign language skills and learn more about deaf culture," explains Brown. "In addition, we both share the desire to improve our professional image."

On this day, as the end of the quarter approaches, the two review the requirements they must meet to complete the program.

"At the beginning of the quarter, we established goals we would work toward," Brown tells Smith. "For the evaluation, we need to examine whether or not we achieved—what's the sign for 'achieve'?"

Smith demonstrates the correct sign.

"Right," Brown continues. "We need to examine whether or not we achieved those goals."

So far, Brown feels they both are accomplishing their goals. "I'm learning," she says. "This experience has opened my eyes."

Smith also is satisfied. "Susan is helping me learn about different jobs and showing me how to dress professionally."

Excited about the news from her meeting with Rudnicki, Smith goes back to Ellingson Hall to find friend and fellow business club member Ryan Kempton.

"We can get an A.O.S. degree here at NTID," she tells him.

The two retreat to Kempton's room and pore over the *NTID Catalog* and information regarding the A.O.S. degree program. Though still disappointed about not being accepted into the other program, Smith is enthusiastic about this new possibility and begins replanning her fall quarter schedule.

"If I can't get into the liberal arts program," she says, "I'll rearrange things and take classes for the A.O.S. degree."

With that, Smith closes the book on another day of learning.

NTID Group Visits the USSR

A NATION OF CONTRASTS

by Vincent Dollard

News of the Soviet Union's unprecedented social and political retooling has reached nearly every corner of the earth. How these changes have affected Soviet deaf people, however, hasn't made many headlines.

With that in mind, a group of 31 NTID students and faculty and staff members visited the USSR from May 21 to June 4.

The group visited Moscow, Tbilisi, Sochi, and Leningrad and took home valuable lessons in history, culture, politics, art, and diplomacy.

In addition, the opportunity to meet both deaf and hearing Soviet people on the streets and discuss *glasnost*, the recently implemented policy of openness, and *perestroika*, Soviet General Secretary Mikhail Gorbachev's historic program for economic restructuring, opened eyes and minds for nearly everyone involved.

Joseph ("Buster") Varanoske, a third-year biomedical photographic communications student, was impressed by the similarities among the people of the United States and the Soviet Union.

"I found that the people in Moscow are very much like us in many ways," said Varanoske. "But Russia has been such a closed society that we haven't heard about the people, only the government.

"Also, I won't take my life here for granted; I've learned a lot about freedom from my experiences in the USSR."

The journey to the USSR was the brainchild of Maria Shustorovich, assistant professor in NTID's department of physics and technical mathematics and a Soviet emigré from Moscow.

"The Soviet Union is an unpredictable place," said Shustorovich. "The recent changes in foreign and domestic policy present a wonderful opportunity to travel that might not be there next year."

Fourteen hours after leaving Rochester, as the airplane circled Moscow, everyone in the group shook off the effects of the overnight flight and anxiously looked out the airplane windows. Disembarking at the Moscow airport, the group began its visit appropriately

***Welcome!** Maria Shustorovich, assistant professor in NTID's department of physics and technical mathematics, makes friends in Tbilisi.*

enough—by waiting in line at the Customs Office.

As the group made its way through customs, Larissa Sheveljova, who would serve as the group's Soviet tour guide and translator for the entire two-week trip, introduced herself to Gayle Eisenberg, the group's American tour guide, and Shustorovich, and began making preliminary plans for the tour of Moscow.

As they spoke, Shustorovich spotted family and friends whom she hadn't seen in 12 years. Hugs, kisses, tears, and roses all were exchanged for a few frenetic moments before introductions were made and the NTID group clamored aboard the bus to Moscow's showcase Cosmos Hotel, built for the 1980 Olympic Games.

Thus began a whirlwind tour of Moscow that included visits to the Kremlin, Red Square, and the Armory Museum.

The Kremlin actually is a city within a city. A walled fortress during the 17th and 18th centuries, it now contains most of the central government buildings. In addition, the Kremlin contains gilt-domed churches, which are museums now, and relics such as the world's largest bell and cannon—both commissioned by Ivan the Terrible and neither ever used.

Excitement about the visit to the Kremlin was heightened by the fact that the next day the USSR would begin its historic Congress of Peoples' Deputies meeting. Recent elections throughout the USSR, the first in nearly 70 years, had swept 2,250 Peoples' Deputies, similar to U.S. representatives and senators, into the changing political fray.

Black limousines raced over the red brick courtyards as stone-faced soldiers cleared the way of pedestrians. Men and women, working side by side with no apparent division of labor, readied the Kremlin by painting fresh crosswalks and divider lines along the roads. The blue sky and warm spring breeze provided an ideal setting for this historic meeting, which would gain worldwide media attention.

Less attention was paid, however, to a woman in disheveled clothing near the doorway of a centuries-old church who spoke to passersby and defiantly waved a letter signed by the people of her small village. Shustorovich listened and later translated what the woman was saying.

"She said she didn't care what happened to her," Shustorovich interpreted. "I didn't recognize the name of the village; it must be very small. She said that people were starving and that something had to be done."

Proud to wear tradition *A group of schoolgirls in Tbilisi pose for NTID cameras. It is tradition in Tbilisi to draw and write messages on each other's school uniforms on the last day of classes before summer recess.*

Later, as the group toured the Armory Museum that features the opulence of Russia's former czars and royal families, Marie Raman, assistant dean/director of the School of Science and Engineering Careers, noted the contrast between the museum, the Kremlin's busy preparations, and the woman who tried to bring her plight to the attention of anyone who would listen. There were many more contrasts to be pondered as the trip unfolded.

That evening, Shustorovich arranged a theater performance by the Model Laboratory of Theatrical Education and Creative Work of the Deaf, and the NTID group set off on the subway to meet them.

As the group left the subway, someone spotted a cluster of older Soviet people communicating with each other in sign language.

The NTID group approached them, and as the realization that deaf Americans were meeting deaf Soviets quickly spread among both groups the level of excitement skyrocketed. Flashbulbs popped, hands flew in every direction, and while the language barrier prevented concepts from being exchanged easily, a considerable message was conveyed.

For these two disparate groups, far below the streets of Moscow, there were no politics, trade embargoes, or questions of military might. These were people who lived on different sides of the globe, sharing the wonder of a serendipitous meeting and the commonality of deafness.

"They were so friendly and so happy to see us," Andrew Waldron, a second-year industrial drafting student, said. "One old man hugged me and kissed me on both cheeks. He was so surprised to see us and he said, 'Congratulations, no war, no rockets.' There was a lot of emotion in that meeting with the old deaf people, and I will always remember it."

After a lengthy good-bye in the subway, the group found the deaf actors' club and filed in slowly, still energized by the subway meeting, yet a little unsure of what was to come.

As everyone got settled, the director of the group, who was hearing, began his introduction. The complicated interpreting routine that accompanied his speech was to become a regular part of the trip. As he spoke in Russian, a sign language interpreter stood by his side and interpreted in Russian Sign Language. Simultaneously, Shustorovich translated from Russian to English and Lorelei Reed, interpreter from RIT's division of interpreting services, conveyed the message in signed English to deaf members of the group.

After the performances, Raman presented the club with an NTID banner and several other RIT gifts, after which the two groups slowly began mingling. Communication was tentative at first; however, pens, paper, mime, and body language soon broke down barriers.

The next day included a tour of the subway system that boasts of immense statues, gilded pillars, chandeliers, and tiled walls with designs depicting proud workers and their families. After the subway, the group toured Moscow's Pushkin Museum and a centuries-old convent.

That evening, the group went to the famous Moscow Circus, complete with stunning acrobatics, high wire walkers, clowns, camels, and jugglers. Thomas Callaghan, instructor in the science and engineering support department, shared the spotlight when two clowns pulled him into the center of the ring and included him in their act. For his performance he was given a giant balloon and resounding applause.

After the circus, a few of the students dodged hotel security and managed to sneak deaf Moscovites into the lobby for further discussions that lasted well into the night. As a result, the next morning's early breakfast rendezvous for the flight to Tbilisi, the Georgian Republic capital, was subdued as the realities of a tight travel schedule began to settle in.

Tbilisi, which is near the Turkish and Iranian borders, was sunny and warm in

late May. After the short flight, the group again boarded the familiar red tourist bus for the ride into the city and to the Iveria Hotel.

The differences between Moscow, which nearly everyone thought was grim and colorless, and Tbilisi, with its tree-lined streets and carefully tended flower beds, was striking. The warmth of the people who waved at the bus as it trundled down narrow streets lifted everyone's tired spirits.

Approximately seven weeks before the NTID group arrived, however, Tbilisi had been the site of a crowded rally for independence that was crushed by Soviet authorities on April 9, 1989. Many people died and thousands more were hospitalized when troops used a volatile mixture of tear gas and another little-known toxic riot control gas to disperse crowds.

As the NTID group soon learned after arriving, a second rally, commemorating the April 9th incident as well as the call for independence, was scheduled for Friday, May 26, the following day, and the anticipation on the streets was high.

In addition to the demonstration, shortly after the group arrived, the deaf network in Tbilisi set to work and young deaf residents soon began congregating outside of the Iveria Hotel to meet this group of deaf Americans.

On Friday, as the members of the NTID group readied themselves for the morning tour, a large number of people gathered across the street in front of the government building. There were melodic folk songs, fiery speeches, and chants as the crowd grew steadily in number.

Brian Crites, a second-year student in professional photographic illustration, stood on the edge of the crowd and thought about the morning's planned tour.

"This is a lot more important than a museum," he said as he loaded his camera with film. "They're talking about independence here."

Many from the NTID group went immediately to the rally, others lingered behind, not sure of the circumstances. The bus eventually departed for a tour of an ethnographic museum, minus a few members of the group.

Throughout the day, even on the outskirts of town, residents marched for independence from the Soviet Union.

"When I first saw the marchers," said Lisa Chiango, a data processing student, "I thought the police might step in to break it up because these people don't have much freedom of speech or right to assemble. But they let them march; I was surprised at that."

"Venice of the North" Left, Leningrad's 600 bridges span a series of canals that make it one of the world's most beautiful cities; right, Lenin's image can be seen throughout Moscow, and this banner dominates Red Square.

"Everyone we talked to," said Waldron, "asked us if we'd heard about the April 9 demonstration. They want the United States to know what happened."

In addition to the demonstration, a consistent undercurrent kept the excitement high—traders were open for business. The traders are young residents of most Soviet cities, who make a living "working the tourists."

"I cannot get such things as New Balance sneakers unless I get them from tourists," said one trader who would not give his name and who spoke nearly flawless English. "Such goods are not available to us here."

Much of what was traded included rabbit fur hats, sneakers, Soviet flags, blue jeans, and Paul McCartney's album *Back in the USSR*, a collectors' item in America since a limited number were distributed only in the Soviet Union.

"I wonder where they get the items to trade," said Karen Turcsany, a recent graduate from the dietetics program in RIT's College of Science. "I saw so many kids on the streets, trading during the day; don't they go to school?"

From Tbilisi, the group boarded an old train for an 18-hour overnight ride to Sochi, a resort city on the Black Sea. Along the way, members of the group had an opportunity to reflect on their first week in the USSR.

"We are lucky in some ways," said Waldron, "because we have privileges that the people in Moscow and Tbilisi don't have.

"It seems that deaf rights are low here," Waldron continued. "They want to learn but they can't even go to college because they are deaf."

"When I get home, I'm going to register to vote," said Lori Niemann, a third-year industrial engineering student. "How many people in this world have that opportunity, and it's such an important right to have."

"After listening to the deaf people we've met," said Michael Dobson, a third-year computer science student, "it seems that most of the jobs are in shoe or clothing factories. A lot of the young deaf people were asking us for visas so they could leave Moscow or Tbilisi."

Once again, shortly after arriving in Sochi, students began meeting deaf residents and tourists, and a get-together was arranged.

Again, a complicated translation job was handled smoothly as questions were asked in Russian Sign Language, translated into spoken Russian by an interpreter, translated again into English by Sheveljova, and then signed by Reed.

Questions from the deaf Soviets ranged from "Who killed John F. Kennedy?" to "Do you believe in love as it's described in *Romeo and Juliet?*"

Teresa Tempesta, an information systems student, began to explain the protest at Gallaudet University and was asked if the police attempted to break up the demonstration.

"I told them that the entire country supported the deaf students at Gallaudet," said Tempesta, "and they were surprised

From Moscow with love *The NTID group poses in front of the Model Laboratory of Theatrical Education and Creative Work of the Deaf in Moscow.*

An emotional encounter *Karen Turcsany, a 1989 graduate from RIT's College of Science, greets a deaf man during a chance meeting in the Moscow subway with a group of older deaf Russians.*

that deaf students could get so much attention."

The meeting lasted well into the evening, and at 5:30 the next morning, as the group waited to board an immense Aeroflot airplane that would take them to their final city, Leningrad, many caught quick naps in the waiting area while others searched for coffee, a relatively new commodity in the Soviet Union.

"Leningrad is the most beautiful city in the Soviet Union," Shustorovich said as she looked forward to the three hectic final days.

Known as the "Venice of the North" because of its extensive canal system and 600 bridges, Leningrad has a colorful history. Founded by Peter the Great, and named St. Petersburg, it was for two centuries the capital of the Russian empire until the Bolshevik revolution, when it was renamed Leningrad. The city has a distinctly European flavor to its architecture.

In addition to the tours of the spectacular palaces of the Russian czars, the group visited a cooperative business that produces assistive listening devices for hearing-impaired people.

Dr. Eugene Heifetz, director of the cooperative Hearing, invited the NTID group to view his facilities, however, he cautioned them not to expect another NTID.

"We have been in operation for only two years," he said as he led the group into his small suite of four offices. "Our newest project is a computerized speech recognition system that will assist deaf people in learning speech."

In addition to the computer, Heifetz displayed an array of amplifiers, hearing aids, and battery testers, all of which he and another partner had designed during the past two years. Such devices, Heifetz noted, had not been available to the majority of Soviet citizens before he started his cooperative. Telecommunication devices for the deaf (TDDs), he added, will be made available to deaf Russians within the next two years.

As Shustorovich had warned, the stay in Leningrad was indeed packed with tours. And as the journey wound down to its final days, group members discussed their experiences over lunch.

"I asked a lot of deaf people about their work," said Eliza Polk, a 1989 custom color photography graduate. "It seems that most work in factories, and I think life for deaf people here is the same as in our country back in the 1930s or '40s—similar to the movie *Love is Never Silent*."

"I saw some parallels between our two countries," said Callaghan. "The Soviet Union, comprising 15 republics, is a melting pot of cultures, and they are having ethnic problems similar to what America experiences.

"It might be a long time before *perestroika* takes effect," Callaghan added, "because the mentality of the people has been formed by centuries of oppressive rule. It seems as though many people are taking a 'wait and see' attitude."

Paula Grcevic, assistant professor in the applied art department, noted the visit to a vocational school for deaf students in Leningrad, and was impressed with the technical quality of the students' artwork that was on display.

"The work was very good," said Grcevic, "although it was all still-life and traditional figures. I didn't see a lot of experimentation.

"Also, there were only three deaf teachers out of 45," she said. "They need more training for deaf teachers, more role models."

While the busy days went by quickly, they lasted until late into the evening thanks to Leningrad's "white nights," which are long hours of daylight with only one to two hours of darkness. As a result, sunset occurred at 12:30 a.m. and sunrise about 2 a.m.

On one such evening, students sat down to compare goods they'd obtained from traders and experiences from the trip.

"I was most impressed with the deaf people we met in Leningrad," said Daniel Sheldrake, a third-year accounting student. "In the other cities, we were often asked about visas, but not in Leningrad. We met people who said they didn't want to leave the USSR."

"Communication went well with the deaf Soviet people," said Jeffrey Trzcinski, a photo/media technologies student. "And my perception from talking with them is that the USSR is about 20 years behind the U.S."

Nearly everyone in the group said that their most enduring memories would be of the people, both deaf and hearing, that they had met.

"The Soviet people are not the 'Evil Empire,'" said Niemann. "They also worry about earning a living and having food on the table."

After a youthful roller coaster ride,

Timothy Kenney is

Back on Track

by Kathleen Smith

Relaxed researcher Timothy Kenney poses in one of Eastman Kodak Company's many computer rooms.

Timothy Kenney used to be a "Big Man on Campus" at the Rochester School for the Deaf (RSD)—or so he thought.

More than once, recalls Leonard Zwick, former principal and now superintendent of RSD, Kenney, a talented high school athlete, was called onto the carpet regarding his negative attitude and disinterest in academics. More than once, the lectures, reprimands, and suggestions were patiently—and in some cases, impatiently—acknowledged but ignored.

"Tim rode the same roller coaster that many young people do as they grow up," Zwick recalls. "Underneath his immaturity, he had a lot of potential. He just needed direction."

To meet Kenney today and to speak with his family and friends, it's hard to believe that he ever suffered from a lack of direction.

After graduating from RSD in 1973, Kenney, whose life "turned around" during his senior year of high school, enrolled at NTID as a highly motivated student. He received an associate degree in electromechanical technology in 1976. Three years later, he received a bachelor's degree in electrical engineering technology from RIT's College of Engineering.

That same year, he began a master's degree program in electrical engineering at Northeastern University in Boston, a program that he completed eight years later through Rutgers-The State University in New Brunswick, New Jersey.

Kenney's fervor for education amazed those who remembered his high school days. The about-face, he says, stemmed from realizing how much he owed those at RSD who had "supported me and given me a strong value base. RSD sowed the seeds for my future. I knew that it was time for me to take responsibility for myself."

John Monaco, who has known Kenney since he was 3 years old, knows what his friend means. Monaco, a professional furniture upholsterer in Newark, New York, spent years as Kenney's teammate and sidekick at RSD, getting into "lots of harmless mischief" along the way and forever attempting to keep pace with Kenney's athletic achievements.

"We always played opposite each other," Monaco recalls. "If Tim played right guard in basketball, I played left guard. If he was right forward in soccer, I was left forward. Tim was a better athlete... I was always trying to catch up with him."

Glory days Kenney, kneeling second from left, was part of many championship teams at the Rochester School for the Deaf in the 1970s.

Many people tried to catch up with Kenney after he completed his RIT education in 1979, but he was too busy moving around the Northeast.

His first job took him to Boston, where he was a junior electrical engineer with the optical systems division of Itek Corporation. When his position was eliminated three years later, Kenney, who had partially completed his master's program, moved to New Jersey, where AT&T Bell Laboratories had offered him a job in its communication science research division.

Although he sniffs at his introduction to New Jersey—"Those terrible chemical smells in Newark!"—Kenney speaks fondly of the Garden State, for it was at a 1983 regional National Association of the Deaf convention in Atlantic City that he met his wife, Patricia ("Patty").

"I remember thinking that he was good looking and that he must have lots of women waiting in line to date him," she recalls. "I figured I didn't have a chance." After several meetings in the succeeding months, Patty received a letter from Kenney inviting her "on a date." One year later, they were married.

At the time, Patty was teaching at the Marie H. Katzenbach School for the Deaf in Trenton and Kenney was living in Piscataway. They compromised by buying a home in Clinton, the halfway commuting point for both.

In 1985, job offers from Eastman Kodak Company and Xerox Corporation lured the couple to Rochester, Kenney's hometown.

Kenney, 36, was raised in suburban Irondequoit, where his parents still live. He is the oldest of five children, all of whom have married and settled in the Rochester area.

"I missed my family and friends as well as the many services available for deaf people," he says.

Xerox was interested in Kenney after his interview, but by mistake, sent him a rejection letter. By the time the error was caught, Kenney had accepted a position in the microelectronic technology division of Kodak's electronic research labs. Kenney saw this as a good way to continue tradition, since both his parents are former Kodak employees.

"I'm trying to break my dad's record for number of years of service—he had 40," Kenney cracks.

Kenney's supervisor, Dr. Lionel D'Luna, describes Kenney's job:

"Tim's job [of designing integrated circuit chips] involves a three-step process of simulating the chip; doing a layout on the computer screen; and testing the chip after it's been designed."

D'Luna calls Kenney "a hard-working individual who competes in a pretty stiff environment." He also alludes to the communication adjustments necessary for Kenney.

"Tim often has to read to acquire the knowledge that we gain over a lunch conversation," he says. "In group situations, even with an interpreter present, there is so much being said at once that Tim tends to focus on the information that he knows pertains directly to him. Sometimes he loses the bigger picture of what's happening."

Kenney admits that he is somewhat isolated at work when it comes to group dynamics. By his own admission, he is "detail-oriented, careful, and driven toward excellence."

Joseph Polowe, chairperson of NTID's electromechanical technology program, remembers Kenney exactly that way. Polowe was an advisor to Kenney when the latter took some graduate courses at RIT in 1985.

At the time, Polowe was a member of NTID's department of science and engineering support.

"He was a mature student," Polowe recalls. "He knew what he wanted and what he expected to get out of his courses. He was very serious and quite conscientious. The word 'professional' comes to mind."

Gary Meyer, career opportunities advisor in NTID's National Center on Employment of the Deaf, prefers the term "role model" for his friend, whom he has known since college.

"I have a lot of respect for what Tim has done," Meyer says. "He sells himself well, he's moving along, and he's always looking to the future, both for himself and his family."

"Family ties were definitely the most important thing to us while growing up," agrees Patty, an adjunct English faculty member at NTID, "and we've continued that with our own family." The Kenneys have a 2-year-old son, Timothy Joseph.

Kenney acknowledges that he has come a long way from the "roller coaster" days of his youth. In fact, he would like to get into teaching on a part-time basis—preferably at RSD or NTID.

"My RSD and NTID experiences were the best chapters of my life," he says. "I'd like to share my knowledge and skills with others."

That news greatly pleases Kenney's former principal, Zwick.

"I'm proud of Tim's accomplishments," he says. "He gained control over his life, and he deserves every bit of credit that he gets."

In celebration of THE DEAF WAY

by Lynne Bohlman

If this were a movie review, the movie would be *Gone with the Wind*. Instead, this is an article about a festival and conference on the arts, culture, history, and language of deaf people—The Deaf Way.

Deaf Way, held July 9-14, 1989, in Washington, D.C., is to the deaf community what *Gone with the Wind* was to movie-goers in 1939—colorful, thrilling, history-making, and precedent-setting. Both the movie and the conference set once-in-a-lifetime standards in their respective fields.

Deaf Way, which attracted more than 5,000 people of all hearing ranges from 81 countries—including many participants from NTID—established a new direction for meetings of deaf people by focusing on the ability, diversity, and richness of deaf culture and language rather than on the limitations of deafness.

"The conference," says Keith Cagle, instructor in NTID's sign communication department, "sent a strong message to the world that we do have a deaf culture."

In his opening address, Gallaudet University President Dr. I. King Jordan, whose faculty and staff members planned and sponsored Deaf Way, contrasted this "touchstone for future meetings of deaf people around the globe" with the 1880 meeting of the International Congress on Education of the Deaf in Milan, Italy, during which sign language was banned in the education of deaf students. He described the deaf community today as one that reaches out to people regardless of degree of hearing loss or communication methods.

"We are no longer at Milan, Italy," Jordan told the overflow crowd at the OMNI Shoreham Hotel. "This is 1989 and this is The Deaf Way."

Though Deaf Way represented "the exact opposite of the themes adopted at the conference of Milan," says William Newell, chairperson of NTID's sign communication department, it also is similar to the 1880 meeting in that it too "marks a turning point."

This conference, planned by deaf and hearing people under deaf leadership, serves as "a launching pad for the idea that deaf people need to be involved in the institutions and power structures that serve deaf people," says Newell, who attended the conference with his wife, Beverly, scheduling and registration technician in NTID's department of communication support.

While all those who attended the conference enjoyed the once-in-a-lifetime opportunity to participate in the historic establishment of a new direction, the overwhelming variety of people and activities ensured that each individual's experience was unique.

With so many countries represented, signs from other countries and pins representing various flags and organizations, as well as Deaf Way T-shirts, became the hottest collectors' items of the week.

The best place for meeting people from places such as California, Maryland, and Oklahoma as well as Japan, The Netherlands, New Zealand, and Nova Scotia was in line—for registration, tickets, performances, information, and

An international gala *Deaf performers and Deaf Way participants from all over the world salute one another at the opening performance of the historic conference.*

the shuttle bus to and from the hotel and festival site on the Gallaudet campus.

The international flavor of the conference was visible everywhere. At a Soviet production of *George Dandin*, an American writer was seated between a student from Taiwan and a teacher from India.

The assortment of people was matched only by the variety of conference and performance activities. Throughout the week, more than 500 papers and performances were presented.

Two plenary sessions were presented each day. Between these sessions, as many as 12 symposia as well as a technology panel, art exhibit, and exhibitors' hall were available simultaneously. Each day, as many as 35 symposia, all centered on the four main topics of deaf art, culture, history, and language, were presented.

In the evenings, more than a dozen performances, including those presented in the International Deaf Club Tent that held 1,500 people, were available. These theater, dance, and poetry performances took place at six sites on the Gallaudet campus.

"There were so many things to see," says Newell, "it was like a feast. There were so many choices; I was disappointed I couldn't sample them all."

Among the Deaf Way artists, performers, scholars, and participants, NTID was well represented.

Indeed, the artwork commissioned for Deaf Way was created by two NTID graduates—Charles ("Chuck") Baird and Guy Wonder, who graduated from RIT's College of Fine and Applied Arts in 1974 and 1971, respectively.

Wonder, assistant supervisor of design at Bloomingdale's in New York City, created four colorful plywood sculptures of hands and outlines of hands stretching out and up toward the sky.

The sculptures, says the artist, represent "the early years when a deaf child struggles to use the hands and then later, the discovery, wonder, and freedom of the language of the hands."

Wonder's sculptures were unveiled outdoors at Gallaudet's Hanson Plaza. Two of the pieces are detachable and will be moved to Gallaudet regional centers. Baird's 10-by-30 foot mural was unveiled and will remain on permanent display in Gallaudet's dining hall.

Baird, who performs with the National Theatre of the Deaf, says he "was happy to paint something specifically related to deafness."

His acrylic mural, a work-in-progress, represents the past, present, and future of deaf people. Baird planned to solicit material to complete the painting throughout Deaf Way week.

Another NTID artist and social work student, Dorothy Schieven, exhibited her paintings as part of the Artist Slide Show, a continuous slide display of deaf artists' work.

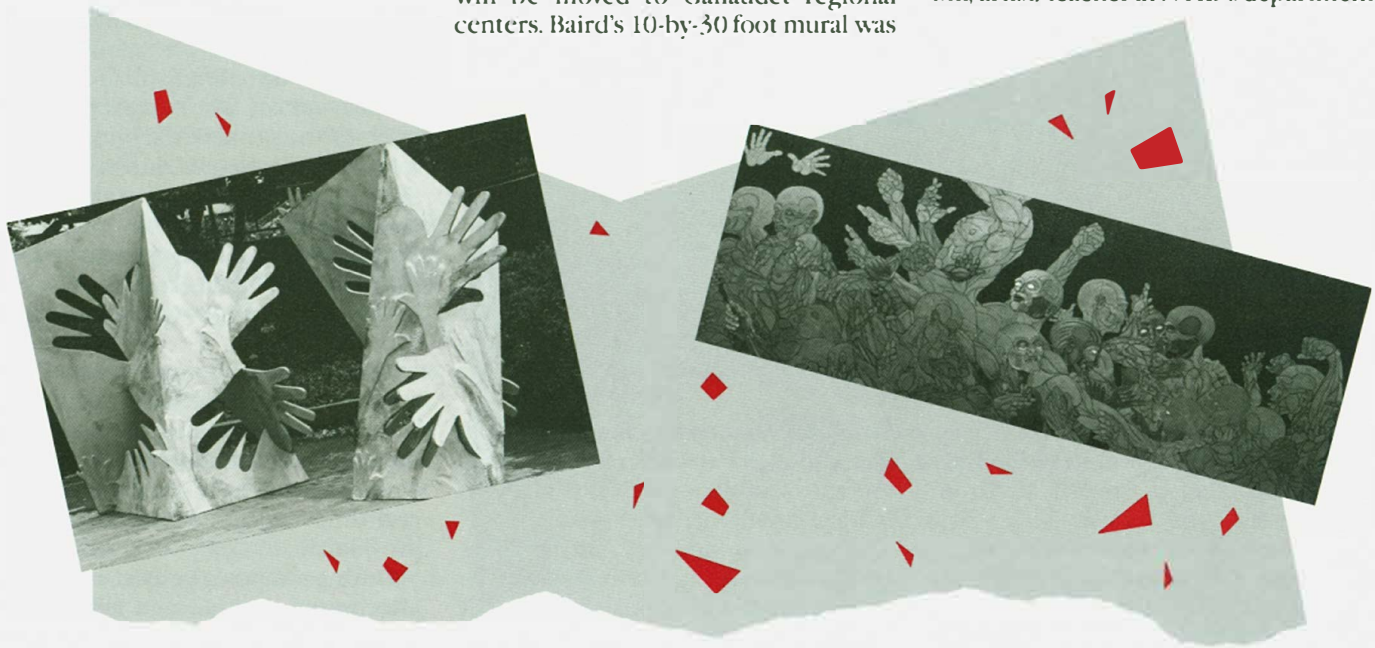
Schieven, who for the past 25 years has had a progressive hearing loss, exhibited two paintings of Camp Mark Seven in New York's Adirondack Mountains, where for two summers she studied American Sign Language (ASL). She also showed a series of five paintings representing the stages of later-life hearing loss: denial, anger, bargaining, depression, and acceptance.

Schieven enjoyed being a part of what she describes as "a mainstreaming of deafness and deaf culture from all over the world."

"When many are trying so hard to encourage awareness," she says, "to have one place in America where the volume of deaf awareness is so high is a tremendous experience."

Not only was Deaf Way a step forward for deaf awareness, it also provided a lift for deaf people themselves.

"Psychologically," says Patrick Graybill, artist/teacher in NTID's department of performing arts, "deaf people often suffer from low self-esteem. Deaf Way was a real boost to the self-esteem and pride of deaf people."

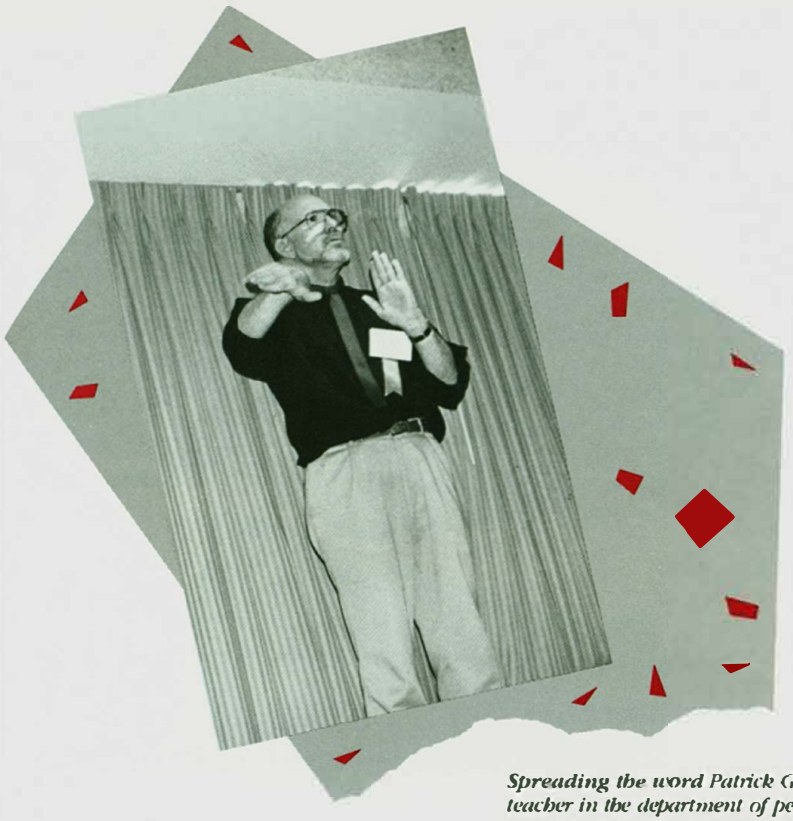


***Skilled handiwork** Commissioned by Deaf Way, both Guy Wonder's sculpture, left, and Charles ("Chuck") Baird's mural, emphasize the importance of the hands in deaf culture.*

Graybill did his share to promote deaf awareness and pride by being part of a presentation on "How Oppression Affects Our Lives" and by performing his sign poetry.

In the large white International Deaf Club Tent, surrounded by food vendors whose variety was reflective of the international array of people, Graybill—along with dancers from Ecuador and Bulgaria, a Soviet impersonator of Michael Jackson, and the hundreds of others who performed throughout the week—offered a poetic glimpse of deaf culture and art.

Graybill performed three poems. *Liberation* is about becoming free from



***Spreading the word** Patrick Graybill, artist/teacher in the department of performing arts, promotes deaf awareness and pride in a presentation on "How Oppression Affects Our Lives."*

oppression. On one of two stages set up inside the tent, Graybill described his youthful worship of English, the freedom he discovered when he learned ASL, and his respect for both languages. *Memories* is a haiku-like poem, with three lines and seven movements to represent the syllables, that describes his upbringing in a school for deaf students.

Reflection demonstrates the ability of ASL to convey two concepts simultaneously. The poem describes the sadness of unrealized potential, beginning with the launch of the space shuttle *Challenger*. As the rocket rises, Graybill's heart beats with pride. When the rocket explodes, Graybill's heart sinks with disappointment and he is reminded of a similar feeling when John F. Kennedy was assassinated in 1963.

Though he gave a lot of himself to the conference, Graybill says, Deaf Way also offered him a much-needed shot in the arm.

"I know that I have many talents, and I use them all at NTID," he says, "but sometimes creative juices dry up. I went to Deaf Way to help build up my creative energy again, to witness all the talents that deaf people have."

For Cagle, who presented "Culture and Conflict in Deaf and Hearing Interaction: A Discovery Process," Deaf Way "reaffirmed my feeling that the deaf experience is the same all over the world."

Frustration and oppression, says Cagle, who attended the conference with his wife and daughters, are the hallmarks of the deaf experience worldwide.

Throughout the week, strong views were expressed and strong language was used to describe and denounce this frustration and oppression. Cagle was most fascinated by the numerous discussions about human rights and bilingual education.

Bilingual education was discussed by presenters from a range of countries. In Sweden, sign language is officially recognized by the government as the language of deaf people and students' education is based on Swedish Sign Language; while in many developing countries, deaf students often are lucky to receive any education at all and do not have access to one that uses sign language.

Most countries are somewhere in between. If a bilingual education system has been established, it usually is based on the spoken language, as it is in France.

Deaf Way created a forum for important dialogue about the problems facing the deaf community, but Cagle feels more solutions needed to be offered through the presentations.

"We need more suggestions for how to improve the relationship between deaf and hearing people," he says. "A lot of problems were discussed, but more solutions need to be offered."

One aspect of the conference that did not appear to be a problem was communication. Though participants spoke and signed in many different languages, all seemed willing to partake of the adventure of communicating with someone from another country, using signs, voice, gestures, writing—whatever worked.

Communication accessibility strategies for plenary sessions also worked well and demonstrated a sensitivity to the range of communication needs.

Presenters were encouraged to speak or sign in their native language. The presentation then was simultaneously translated into English, French, and Spanish—those who wished to hear the translations used earphones—and interpreted into ASL and International Sign Language. If presenters spoke a language other than the conference's official three spoken languages or used a sign language other than ASL or International Sign Language, they provided their own interpreter.

In addition, three large screens were used to project the presenter, ASL interpreter, and International Sign Language interpreter to the audience. On the center screen, where the speaker was shown, real-time captioning in English was provided.

During symposia, presentations were interpreted into ASL and International Sign Language with spoken English interpretation as necessary and when possible. Again, some presenters brought their own interpreters. More than 300 voice and sign language interpreters worked throughout the week.

"I'm in awe of the logistics necessary to pull this off," notes Newell. "There was a great sensitivity to communication needs, to being able to see the speaker and interpreters."

In addition to the new direction and focus Deaf Way has set for other meetings of deaf people, Newell says, it also can serve as a model of communication accessibility.

As Jordan noted, Deaf Way is "a touchstone, a place deaf people will look back on and use as a comparison."

And though there has yet to be a sequel to *Gone with the Wind*, there already is talk of holding a similar meeting on deaf culture in a different country. Perhaps, Deaf Way will turn out not to be a once-in-a-lifetime experience after all.

WORKING TOWARD DIVERSITY

NTID TAKES AFFIRMATIVE ACTION

by Lynne Bohlman

Marlene Allen has a penchant for analogies.

Allen, manager of NTID's affirmative action (AA) program, likes to compare NTID's efforts to improve its AA record to an individual's struggle to lose weight.

"It took years for a person who is 50 pounds overweight to put that weight on," Allen says. "It can't be taken off in a few months. It takes a lot of hard work and perseverance."

In its efforts to increase minority and disabled—particularly deaf—employee representation, NTID, too, has learned that success does not come overnight, but that, with a strong commitment, progress is possible.

In 1985, 11.6 percent of all NTID employees were minority or disabled people; this figure is now 24 percent.

Since renewing its commitment to the principles and practices of affirmative action and equal employment opportunity in 1985, NTID has increased representation of racial minority employees by 147 percent, from 17 in 1985 to 42 as of September 30, 1989. Representation of black employees has grown by 200 percent, from eight to 24. The number of disabled employees has grown from 54 to 85, a 57 percent increase, while the number of deaf employees has increased from 47 to 78, a 66 percent increase.

"NTID should be applauded for the proactive stance it has taken on hiring disabled and minority individuals," says Jeanne Healy Burns, director of personnel for RIT. "The rigor with which searches have been conducted in terms of seeking out candidates goes well beyond what is required of federal contractors."

Action speaks louder than words Marlene Allen, manager of NTID's affirmative action program, leads the Institute's efforts to create a multiculturally diverse work force. Also pictured is Christopher Pruszynski, who leads the affirmative action effort in the department he manages, instructional television and media services.

Diversity at work Kathy Davis, career development counselor in the business careers counseling services department, reviews course offerings with Marian Akamatsu, a second-year data processing student....

...Gerald Bateman, instructional developer in the department of instructional design and evaluation, discusses a project with Ann Areson, department manager....

When asked during an April 1986 congressional hearing to what did he attribute the Institute's affirmative action progress, Dr. William Castle, director of NTID and vice president for government relations for RIT, responded: "It is difficult to pinpoint a reason for such success, but I did learn something from the process. Affirmative action, if it is to be successful, must be an interactive process between management and employees.

"It's one thing for management to write letters and send out goals, which we have done for many years; it is quite another to have discussions with employees, understand their concerns, and enlist their support. We presented this affirmative action problem to our employees as if it was everyone's problem, not just management's. Consequently, people from all corners of the Institute are working on it, not just a few."

Since 1985, Allen says, affirmative action, which she considers to be good human resource management, has become enmeshed in the standard operation of NTID. Just as computers have become an essential component of NTID's operation, she says, so has affirmative action become a necessary ingredient.

AA also is like computers, she says, in that it is merely a tool, a means to achieving a desired goal.

"Affirmative action is an idea, a concept, a guideline," says Kathy Davis, career development counselor in the business careers counseling services department. "AA in itself cannot become a reality based on its written format alone. It is people who determine whether or not the ideas represented are accepted, believed, and supported."

During the 13 years she has worked at RIT, Davis says, "People, in general, have become more educated about discrimination, harassment, and other injustices. We're wiser about what is appropriate and what is not."

While NTID continues to encourage all employees to be aware of and accept personal responsibility for affirmative action, Allen, who also is manager of training and development; Dr. Jack Clarcq, associate vice president and director of technical assistance programs; Dean James DeCaro; and Wendell Thompson, assistant to the vice president/director, have assumed leadership roles. Under their guidance, and with the assistance of RIT's personnel office, the Institute has concentrated its efforts in the areas of recruiting, hiring, and retaining qualified people who are deaf or racial minorities. (Women have not been a primary target of these new efforts, as it was felt the Institute already performed well in this area.)

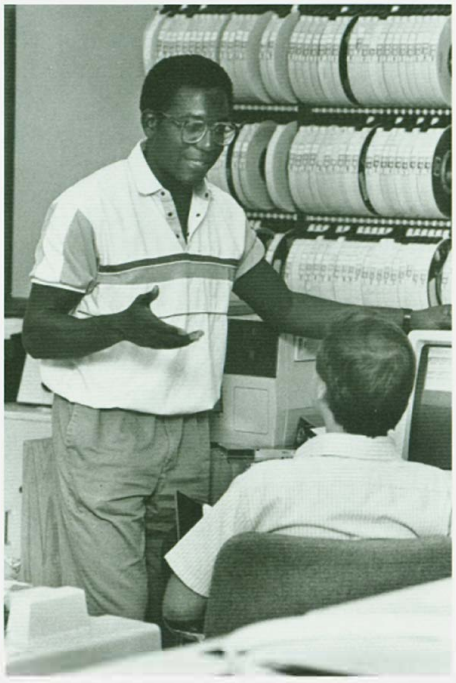
"The issue," says DeCaro, "is to hire fully qualified people. As an Institute, we're not interested in hiring people without the appropriate qualifications."

However, he says, when a qualified person who is disabled or a racial minority member is found for an open position, the emphasis has changed. It is no longer a question of why should NTID hire such a candidate, but rather whether there is a reason why the Institute should *not* hire that individual.

This new emphasis has changed how NTID academic departments conduct the search process.

So that searches meet the needs and approval of the hiring department as well as the concerns of the Institute, the English department, for example, relies on input from deaf and racial minority faculty members as well as from the affirmative action office, says Dr. Sybil Ishman, chairperson of the English department.

...Dean Santos, chairperson of NTID's Affirmative Action Advisory Committee and staff chairperson of the social work support department, reviews plans for the academic year with Kathy DeLorme, department secretary....



...Edmund Lucas, software specialist in the department of systems development and operations, works with David Van Way, a co-op student, on trouble-shooting a computer program....

"There is a sensitivity to what needs to be done so that we comply with affirmative action," she says. "People want to be sure there's a fair search and that it follows established guidelines."

After meeting with Allen, who consults with all search committees and hiring departments, about a recent open position in the English department, several search committee members had questions about whether the Institute's commitment meant they could hire only someone who was disabled or from a racial minority.

"Affirmative action does not mean that a qualified hearing or white person will not be considered, but rather that qualified minority and disabled persons are not overlooked," Ishman explained to her committee. "The intent is to make sure certain groups of people are aware of openings and of the Institute's commitment."

To ensure such awareness, the department of instructional television and media services (ITV) uses recruitment strategies, such as advertising and networking, targeted directly to minority and deaf communities and organizations.

"We work a lot harder to be sure we have affirmative action candidates in the pool," says Christopher Pruszynski, associate director of the division of instructional design and technical services and manager of ITV.

In addition to putting more emphasis on locating affirmative action candidates, both the English department and ITV are more careful that the qualifications listed in job descriptions are necessary and not exclusionary.

"When we develop job descriptions," Pruszynski says, "we're more conscientious about what is related to getting the job done and what is there only because it's always been there."

While providing access to employment is essential, says Clarcq, so is accommodating workplace needs.

"If we provided access without accommodation," he says, "word eventually would get out, and NTID would be unable to attract a variety of employees. As an Institute, we have become sensitive to the diverse needs of people."

For example, reasonable accommodation for a deaf employee, Clarcq notes, includes a sensitivity to the communication process and provision of assistive listening devices and telecommunication devices for the deaf (TDDs).

Although NTID has been concerned with affirmative action and equal employment opportunities throughout its 21-year history, it has not always had the resources to aggressively make these principles and practices a priority. The initial impetus to put more emphasis on these efforts came from outside the Institute.

While defending NTID's budget before a U.S. House of Representatives Appropriations Subcommittee in the spring of 1985, Castle and Thompson, who represent NTID at such hearings, were asked to provide information about minority representation among the Institute's faculty and staff.

Rep. Louis Stokes (D-Ohio) expressed his concern that members of racial minorities accounted for only 3.3 percent of NTID's staff.

"I have to say to you that your record is one of the worst that I have seen from any institution coming before any committee on which I sit," Stokes said. "I think it is an intolerable situation, one that we do want to see improve measurably."

With that, the Institute re-examined its priorities and established affirmative action as one of its chief objectives. As a college of RIT, NTID recruiting and hiring practices are guided by RIT's personnel office, but in regard to affirmative action, NTID decided to redouble its efforts in order to promptly answer the concerns of Congress.

During the summer of 1985, goals and strategies were developed and the Affirmative Action Advisory Committee was established. In December 1985, Allen was hired to implement these strategies and make affirmative action a reality.

...Thomas Holcomb, developmental educational specialist, shares sign language tips with a group of interpreting students....

...Dianne Brooks, manager of career outreach and enrollment services, meets with her staff....

Stokes feels that the results reported to Congress this year "show what can be done when people really want to remedy a problem."

"NTID is an example," he says, "of the progress that can be made when people are committed to change and equality of opportunity."

Though the initial impetus to improve its hiring record came from a desire to satisfy Congress, NTID now is motivated by other factors.

"We don't practice affirmative action just because it's good for us in appropriations hearings," says Thompson, "or even because it's the 'right' thing to do—it's the intelligent thing to do.

"Cultural and intellectual diversity are critical to our educational mission," he adds. "We need to include a variety of thinkers and mentors if we are to successfully compete in the 21st century, and we need to prepare ourselves now."

The population of the world, and particularly of the United States, is changing drastically. By the 21st century, says Allen, not only will there be fewer workers, but one-third of the people entering the U.S. work force will be from racial minorities.

"Economically," Allen says, "if we don't hire and train people in protected classes [groups of people, such as women, disabled people, and members of racial minorities, who are protected from discrimination under the law], we won't have a working society. Who will support the nation? Who will support Social Security and who will pay taxes?"

In addition to being economically necessary, hiring minority and disabled employees also has proven to be environmentally healthy. A diverse staff provides role models for a diverse student population.

Although the number of deaf faculty and staff members has increased in recent years, there still are not enough role models for students, says Gerald Bateman, instructional developer in the instructional design and evaluation department.

"We can show students how to cope with working in the hearing world, how we got our education, how to survive college life, how to interview for a job, and how to pursue professional development," Bateman says. "Our experiences can teach them a lot."

Deaf faculty and staff members also can serve as role models for one another. For this reason, says Thomas Holcomb, developmental educational specialist in the human development department, it is important that NTID continue to hire a mix of deaf professionals, including those from manual, oral, and various racial backgrounds.

"We need to maintain that mix so we can show that, regardless of background, people can live and work together," he says. "It's good for faculty members here to work with different kinds of deaf people because then the focus is on ability, not disability."

Despite the obvious benefits, NTID's efforts to create a multicultural work environment have not come without some tension. The level of support for NTID's affirmative action commitment has varied from department to department and individual to individual. Additionally, some employees occasionally grumble that "the only way to get a job or a promotion at the Institute is to be a deaf person or a member of a minority."

"There will always be some tension where change has to take place," explains Dean Santos, staff chairperson of the social work support department and chairperson of the Affirmative Action Advisory Committee.

The committee, he says, has worked to increase understanding and adjust perspectives by encouraging the NTID community to go beyond stereotypes such as that AA is unfair to the majority population.

"We want to remove the negative stereotypes that always make affirmative action a struggle," Santos says, "and create an awareness that AA is right not because it helps 'those poor people,' but because 'those people' have very important contributions to make to us. We

...Dr. Sybil Ishman, chairperson of the English Department, center, tutors two students, Delbert Rosemeyer and Cindy Chrunka, in the English Learning Center.

want to liberate those contributions."

During the past year, the committee, made up of 15 faculty and staff members who serve staggered terms of up to three years, has become more active. The group, which meets once a month, has moved from reviewing documents and offering suggestions to visibly promoting community awareness.

This year, the committee has been responsible for producing a periodic affirmative action employee newsletter; co-sponsoring RIT's Black History Month celebration held in February; establishing an annotated bibliography on AA for NTID's Staff Resource Center; and participating in the planning of a "Lawful Employment Practices" seminar for NTID managers and chairpersons, presented in the spring.

"We're interested in the long-range impact of changing the environment to one that is more tolerant and understanding of different languages, cultures, and philosophies of life," Santos says. "True change takes place when the whole environment changes."

While the Institute has made progress toward this goal of "true change," many faculty and staff members feel there still is room for improvement.

More emphasis needs to be placed on hiring racial minority faculty members, particularly black people, says Thompson. The representation of black faculty members at colleges nationwide, excluding historically black schools, is 1.7 percent. Representation among NTID's faculty also is 1.7 percent.

"So we're on par," Thompson says, "but that's not good enough considering the diversity we can expect among our students in the near future."

One strategy that could help NTID attract more candidates is better networking, says Barbara Ray Holcomb, assistant professor in the sign communication department. The Institute, she says, can make better use of the resources and strengths it has available by asking racial minority and deaf people on staff, as well as graduates, to encourage any qualified candidates they know to apply for open positions.

In addition, affirmative action candidates should have an opportunity to meet privately with staff members with whom they can relate culturally. In the past, Davis says, some candidates may have been "scared off" when they didn't see or meet any other deaf or racial minority employees during visits and interviews.

"We have some very talented hearing-impaired people at NTID," says Dianne Brooks, manager of career outreach and enrollment services and a member of the AA committee. "We need to use those people in outreach efforts. We need to encourage our deaf faculty and staff members to take an increasingly visible role outside the classroom.

"The deaf community looks for role models," she says, "and for them, what they see is more impressive than what is said."

How things are said is another area that could be improved. Although there has been an increased emphasis during the past year on achieving better sign language skills, overall competency levels still are too low, says Barbara Ray Holcomb.

Skill levels vary from department to department. Some departments have a majority of deaf employees and encourage everyone to sign all the time; others have only one deaf employee who may feel left out of the office grapevine because co-workers often forget to sign.

A Communication Task Force has been established to address this issue. In the spring, the group made recommendations to the dean regarding sign language competency levels necessary for promotion and tenure.

Language is but one of the issues NTID will need to address in the future as it strives to create a multicultural work environment.

"Now that NTID has increased its minority and deaf populations, it needs to provide opportunities for minorities to interact as a cultural group," says Edmund Lucas, software specialist in the systems development and operations department.

"We need to recognize various cultures and not try to curb them," he adds, "because cultural differences can only enhance the Institute."

This fall, a task force will begin to examine NTID's emerging cultural diversity and will make recommendations for creating an efficient and comfortable multicultural work environment.

Like the successful dieter who must always fight against putting the weight back on, NTID must continue its efforts to maintain a healthy, diverse work environment that allows for cultural differences. Unlike the dieter, however, NTID has history on its side.

"A general theme at NTID is that the future will bring changes," says Pruszynski. "We don't know what the work force will be like, but we know that we're pretty good at figuring out how to meet new needs. We have a good track record."

Footlights & photographs figure in Robert Schleifer's future

ACTING on his dreams

by Jean Ingham

There is power in positive thinking. "I *will* be a movie or television actor," declares Robert Schleifer, a third-year photography student in RIT's College of Graphic Arts and Photography. Indeed, Schleifer is so determined that he can envision an Emmy or an Oscar statuette one day gracing his mantel.

"I don't remember what made me decide to be an actor," says the blond-haired student. "It's just always been in the back of my mind."

Schleifer's ambition motivates him to check the NTID theater bulletin board regularly for regional audition notices. That's how he learned about auditions for the 1988 NOW Summer Theater at Artpark in Lewiston, New York.

Gerald Miller, playwright and director for NOW Theater, remembers scanning Schleifer's application and wondering "how a deaf actor would audition for hearing theater." Miller was so "pleasantly surprised" by Schleifer's signed song audition, voiced by a friend, that he added a character for Schleifer to his plays.

"My plays are written for family audiences and use chants, mime, and movement," says Miller. "Actors become boats, countertops, spaceships, and, once in a while, people. Adding a non-speaking character enhanced the performance."

That summer, *The Clowns* and *The Country*, both written by Miller, were performed. *The Country* told, in part, the history of dance in the United States from tribal to ballroom to rock 'n' roll.

Robert Schleifer

A proud moment Schleifer, a third-year photography student, carefully positions one of two of his photographs selected for display at the Deaf Artists of America Gallery in Rochester, New York.

"Robert never missed a step," Miller recalls. "I marvel at his ability to follow visual cues."

Three weeks of outdoor rehearsals began the first week of June, followed by eight weeks of performances—rain or shine. The nine cast members, all college students, became good friends.

"I miss them," Schleifer says. "I thought perhaps I'd see them again this summer, but the NOW Theater program was cancelled because of budget cuts."

However, NOW Theater isn't the only one in which Schleifer has been active. Two summers ago he attended classes at the National Theatre of the Deaf in Chester, Connecticut, and this summer, on a scholarship, he participated in the University of Rochester's Summer Theater. He also takes acting and theater classes through NTID's department of performing arts and is certain to audition for most of the plays performed at NTID.

"Even if he doesn't get a part, he continues to try," says Jerome Cushman, associate professor in the department of performing arts. "That's the important part. It takes perseverance and hard work. Robert, by the time he graduates, just may make it in professional theater."

Schleifer is willing to work hard and take chances to obtain his goal. He eagerly seized an opportunity to gain more acting experience last spring, though it meant performing before a camera rather than an audience.

He auditioned for a new recruitment videotape produced for NTID's department of career opportunities and admissions and won a part.

"Performing before a camera is different from being on stage," Schleifer says. "On stage, once rehearsals are over, your lines stay the same. However, in front of the camera, a scene or your lines can be altered and the change spliced into the segment. I learned new skills, and it was good experience for the future."

Schleifer originally enrolled at NTID in 1983, but returned home to Dundee, Illinois, after one year.

"I was taking data processing courses," he explains, "and I was unhappy, so I went home to think."

While he was thinking, Schleifer enrolled in liberal arts and acting courses at William Rainey Harper College in Palatine, Illinois, near his hometown.

However, he continued to ponder how he would make a living until he landed a lucrative acting job.

His uncle, Lou Witt, a photographer for the Houston Oilers football team, reminded Schleifer how often his high school teachers commented on his visual perception. Witt suggested he capitalize on this trait and pursue a career in photography.

So Schleifer returned to RIT in the summer of 1985 to take an introduction to photography workshop.

Lynne Bentley-Kemp, Schleifer's academic counselor at RIT, was the instructor for that workshop. "His ambition at that time was to be a fashion photographer," she recalls with amusement. "He thought he'd meet a lot of beautiful women that way."

Some of Schleifer's best work in that class, Bentley-Kemp recalls, involved documenting a clinic for blind people. His photos of clients and their guide dogs going to their appointments, she says, captured a "spirit of independence."

During his first year as a photo student, Schleifer endeared himself to several professors because of his willingness to critique both his work and the work of his classmates.

"He was willing to analyze and would wait for classmates to explain and defend the theory behind their work," says Bentley-Kemp. "He always sees the possibility, never takes away, never tears down. For that reason, students respect him."

Martha Leinroth and Douglas Rea, professors in the School of Photographic Arts and Sciences, also find Schleifer's forthrightness refreshing.

Leinroth's course introduced students to the fine arts, while Rea's course focused on assorted photographic assignments.

"Robert is a natural photographer," Rea says. "I'm amazed at his visual communication ability."

Leinroth adds, "He is a genuinely interested, creative, and cheerful person who thinks conceptually and is technically artistic."

Schleifer's artistic qualities, says Bentley-Kemp, involve his "passion about an issue. He attacks it from every creative angle with a true artist's temperament—positive tantrums and frustration."

When he is frustrated—or happy—Schleifer writes poetry. "My poetry comes from deep feelings," he says. "I enjoy philosophy and it shows up in my poetry."

Because the poems are emotionally charged, Schleifer shares them only with special friends. One such friend is Mary Ann Erickson, coordinator of telecommunications services. She and Schleifer became friends when Erickson assisted him in making relay calls. As a result, Schleifer occasionally drops by Erickson's office to talk.

"I value his visits," Erickson says. "We have many mutual interests and, through conversations, Robert has casually tutored me in sign language."

Most people react positively to Schleifer, says his mother, Marilou. "He is a social person who loves people and animals."

Born deaf, Schleifer was an active youngster, according to his mother. "His two older brothers, Philip and Fred, were always there for and with him," she says. "They were instrumental in helping him to pronounce words and form sentences."

Through his early training as well as his experiences at St. Joseph School for the Deaf in St. Louis and at NTID, says Mark Rosica, chairperson of the visual communication support department, "Robert has learned to interact on different levels and by different methods. He is a skilled total communicator who is receptive to the person with whom he is interacting.

"Robert has the characteristics necessary for success," Rosica continues. "He loves what he is doing and has the drive to satisfy his internal expectations."

Whatever the future brings, Schleifer says, he always will have his photography skills "to fall back on and to keep a roof over my head and food in my mouth."

Still, he is convinced that someday he'll own a coveted gold statuette.

IMAGES OF DARKNESS flickers of light

Deaf Holocaust survivors tell their stories

by Lynne Bohlman

The horrors of the Holocaust occurred more than 40 years ago, yet the world still struggles to understand the implications of this nightmare of human history.

The RIT community received a powerful lesson in April when "Insights from the Holocaust Experience: Deaf and Hearing Survivors" was presented on campus. The program, sponsored by RIT, the Hillel Foundation, and Rochester's Jewish Community Center, included a panel discussion led by deaf and hearing survivors and "In Der Nacht: Visions of Deaf Survivors of Nazi Oppression," an exhibit of historical documents, photographs, and art.

Perhaps the most surprising aspect of the program for many of the 450 participants, most of whom were students, was the discovery that Jewish people were not the only victims of the Holocaust.

"Because of my Jewish background, my parents brought me up to be aware of the Holocaust," says Sheryl Eisenberg, career opportunities advisor in NTID's National Center on Employment of the Deaf. "I was aware that others—gay and disabled people, for example—also were victims of the Holocaust, but I didn't know in detail about deaf people. It was a real eye-opener."

While as many as 3,000 deaf German Jews were among the six million people who perished during the Holocaust, many more deaf people, Jews and non-Jews, were victims of the Nazi sterilization program.

In support of Nazi leader Adolf Hitler's determination to create a perfect race, the Reich Association of the German Protestant Ministries of the Deaf declared: "The government has ordered: Whoever is congenitally diseased shall not have any more children in the future, since our fatherland needs healthy and fit people."

While some disabled people underwent sterilization voluntarily, many were forced to do so. During World War II, as many as 375,000 people were sterilized in Germany; 17,000 of whom were deaf. Thirty-seven percent of the deaf people who were sterilized were reported to the government by their teachers or schools.

One deaf man who ignored three notices to show up for sterilization was arrested, and as punishment, operated on without anesthesia, says Dr. Simon Carmel, visiting assistant professor in NTID's department of liberal arts support.

Carmel, co-organizer of "Insights from the Holocaust Experience," says that in recording the history of the Holocaust, deaf victims have been overlooked. It was not until about 1980 when Dr. Horst Biesold, a former high school teacher of deaf German students, began his research that the sterilization of deaf Germans during World War II became widely known.

Many deaf Jewish people also were victims of Nazi concentration camps. Carmel first became interested in their experiences when he began his study of deaf folklore. Though he first met two deaf survivors in 1957 in Atlantic City, New Jersey, it was not until 1982 at the National Congress of the Jewish Deaf in Washington, D.C., that Carmel realized the importance of preserving their stories.

"Time is getting short because more and more deaf survivors are dying," he says. "We have to videotape and publish their stories for the future. We want to educate deaf children and adults about deaf survivors and their experiences to make sure the Holocaust never happens again."

Carmel is involved with other members of the World Organization of the Jewish Deaf (WOJD) in a worldwide effort to collect data from and study deaf survivors. This project, says Dr. Alan Hurwitz, NTID's associate dean and president of WOJD, will be one of WOJD's major focuses.

"'Insights from the Holocaust Experience' gave many of us at RIT an opportunity to understand what happened to deaf people during the Holocaust," says Hurwitz, "and emphasized the importance of preserving the heritage of Jewish deaf people. The WOJD wants to extend that understanding of our heritage around the world."

In an effort to increase understanding at RIT, three deaf survivors shared their stories with students. One, Frieda Wurmfeld, of Brooklyn, is the grandmother of Sarah Rosen, a third-year student in the School of Visual Communication Careers.

"Crying Hands" by David Bloch.

Wurmfeld, born in Czechoslovakia, used strength and luck as well as positive thinking and patience to survive the concentration camps. Wurmfeld and her husband initially avoided being sent to a camp by pretending to be Italian. Finally in November 1942, they and their infant daughter were sent to the first of three camps.

It was at the third camp, Terezin, along the Czech/German border, that conditions were the worst. Children drank coffee rather than milk and ate potatoes for lunch. Adults survived on barley and one loaf of bread each week. Though they were starving, Wurmfeld forced her family to eat the bread slowly throughout the week, thus maintaining their strength and avoiding illness.

Life at the camp was precarious. Wurmfeld once traded a pair of silk stockings to obtain medicine that would save her ill husband's life. Later, she was scheduled to be sent to the gas chambers when the camp was liberated by Soviet and American armies in May 1945.

"Not enough deaf survivors tell the world about their horrible experiences," says Rosen. "My grandmother has begun to write down some information so that it can be passed to future generations."

Howard Mann, career opportunities advisor in the department of career opportunities and admissions, enjoyed the opportunity to experience "living history." He found the presentations by the survivors to be more moving and powerful than reading or watching a movie about the Holocaust.

"It's amazing that, despite their horrible experiences, they were willing to share them with us," he says. "I appreciated their openness, honesty, and willingness to tell what happened to them."

Robert Abaid, a fourth-year electromechanical technology student who attended the survivors' presentation, was angered and perplexed by their experiences. When he returned to his apartment to type a report for his sociology class, Abaid says, he typed so hard he almost broke his computer.

"Inside I felt really upset," he says. "Why did the Germans kill so many people? What was the purpose? Can't we make peace all around the world forever?"

Abaid attended the presentation as part of an assignment for his class. Dr. Greg Emerton, associate professor in NTID's liberal arts support department and Abaid's sociology teacher, says the program coincided with his class's discussion of race and ethnic relations.

"We were studying sanctions used by majority groups against minority groups, including genocide," Emerton says. "Instead of just talking about the subject, this was a splendid opportunity for students to talk with people who actually experienced it."

Though he, too, watched the survivors' presentation, the "In Der Nacht" exhibit had the greatest effect on Emerton.

"Following what had been a normal life and watching it unravel had a powerful impact on me," he says.

The photo-narrative exhibit, produced by Michelle Baron and Marla Petal, of All the People, Inc., in Los Angeles, is composed of 26 panels that weave what is largely Biesold's research on the Nazi program of genocide with the story of Max and Rose Steinberg Feld. The journey with the Felds, told through Max's photographs and Rose's words, begins when they were playmates at school and travels through their marriage and birth of their daughter, their separation, Rose's survival by living for nine months in the basement of a French country house, and Max's murder at Birkenau in 1942. Rose lives in Hollywood today.

David Bloch, another deaf survivor, shares his memories through more than 60 paintings and woodcuts that depict the Holocaust. Pieces of his work, "an eternal monument to the Holocaust," as well as artwork by Morris Broderson, were on exhibit as part of "In Der Nacht." Bloch, who after being arrested during *Kristallnacht* in 1938 spent a month at the Dachau concentration camp before escaping to Shanghai, also spoke during the RIT program.

"The exhibits and program were put together so that participants walked away with a sense of how political ideas affect people," says Wendy Low, visiting instructor in liberal arts support and co-organizer of the program. "Political ideas are not abstract when they affect people.

"The irrationality of the whole thing becomes more clear," she adds, "when you think of your own group being persecuted."

One key to preventing such political ideas from becoming oppressive realities, Low says, is understanding how they develop.

Still, she feels, a warning to never let such an atrocity happen again is not the only lesson to be learned from the Holocaust. Another message, she says, is one of hope that we learn not only to accept, but to celebrate cultural and individual differences, while upholding common humanity and human rights.

Societies still have not learned, Low says, to fully appreciate the richness that cultural and individual diversity bring.

"The more people are educated about different cultures," says Eisenberg, "the more they develop a sensitivity to and understanding of different cultures.

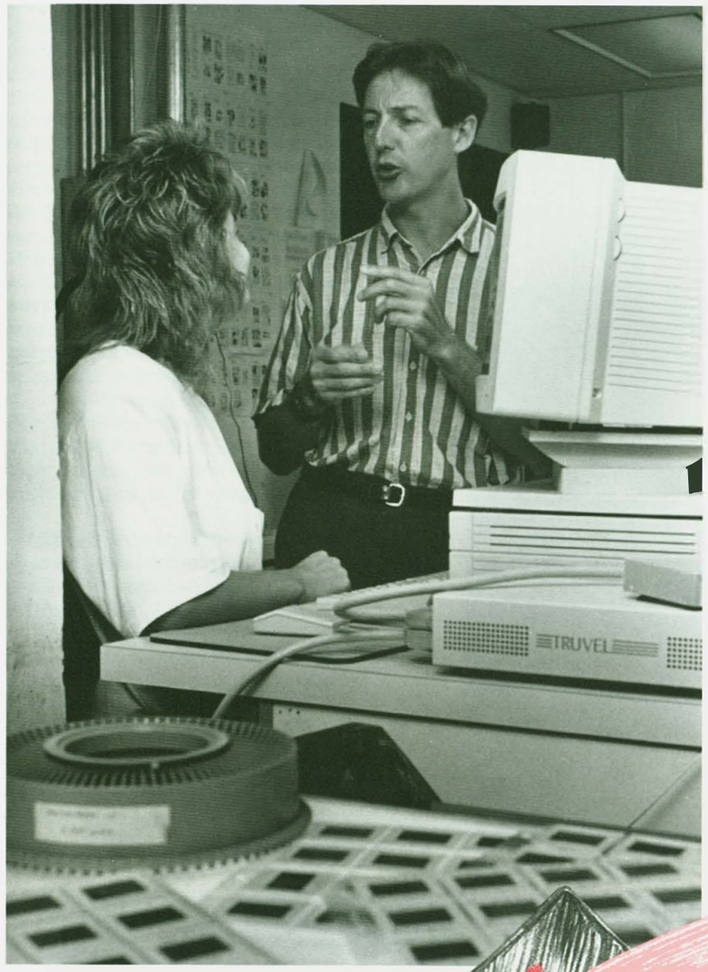
"We have to make a choice whether we want to be ignorant or educated."

"Insights from the Holocaust Experience: Deaf and Hearing Survivors" echoed the hope that people will choose education. The program was put together in the same spirit as the "In Der Nacht" exhibit, which states: "...[W]e share this human story with you in the hope that we may learn from the darkness how to shape a brilliant future together."

Students discover

the Art of Computer Technology

by Louise Hutchison



An introduction to fast-paced technology Thomas Policano, assistant professor in the photo/media technologies department, introduces Jennifer Dahlmann, a first-year student, to the computerized world of media technologies.

Working silently, the computer performs its magic alongside traditional graphic arts tools. On its screen, reflected in the steady gaze of a student's eyes, glows the future of technology.

Mushrooming into a major technological force throughout NTID's history, the computer has become increasingly integrated into the curricula of the School of Visual Communication Careers (SVCC).

Composed of the departments of applied art, photo/media technologies, printing production technology, visual communication counseling services, and visual communication support, SVCC faces the formidable challenge of keeping pace with constant changes in technology to provide students with the most up-to-date skills.

"It's a challenge," says NTID Dean James DeCaro, "that each of us faces as a faculty member and student. Our ability to keep pace as teachers is based on our ability, as students, to learn the new technology."

In 1968, when the first NTID students arrived at RIT, SVCC consisted of a handful of faculty members. Organized into two support teams, they worked with deaf students who were enrolled in RIT's baccalaureate programs.

"At the beginning," explains Dr. Thomas Raco, SVCC assistant dean/director, "there were three of us serving some 13 art students, doing much of the interpreting, tutor/notetaking, and academic and career counseling."

Faculty members on the support teams assisted NTID in developing curricula for its art, photography, and printing programs. From those humble beginnings, SVCC has grown to a school of five departments, with more than 30 faculty members serving nearly 300 students at the certificate, diploma, associate, and baccalaureate degree levels. Counselors also work with students who are undecided about their programs.

In the early 1980s, SVCC recognized the need to develop a long-range plan to address the growth of computer technology. Recommendations were made by the school's Computer Commission, composed of faculty members from all five departments who had the strongest interest in computer technology in their respective professions.

A look at the future Linda Whitmore, a third-year applied art student, and Michael Voelkl, associate professor in the applied art department, compare a traditionally prepared logo with one created electronically on an Adobe Illustrator 88.

***The industry leader** Computers have become an integral part of the printing production industry. "The technology that was once seen as a threat to tradition is leading the industry," says Michael Kleper, center, professor in the printing production technology department.*

The first priority, as recommended by the commission, was to sensitize all SVCC faculty members to computers and teach them basic skills.

"Today, all faculty members have personal computers in their offices," says Raco, "which often are used to develop teaching materials."

Raco notes that, with the proliferation of computers, it's sometimes difficult to tell who's more enthusiastic about them—students or faculty members.

For students, there seems to be an inexplicable attraction to the new tool.

"From the first time they're exposed to computers, most students are fascinated by them," says Michael Voelkl, associate professor in the applied art department. "I don't know what the magic is, but they *want* to learn by using them and will come in at all hours to work in the lab."

Dr. John Cox, chairperson of the applied art department, agrees. "Students are very enthusiastic about using the new technology," he says. "Most just roll up their sleeves and dive right in."

During the past five years, many more students have arrived at NTID with computer experience.

"We're finding that students are more sophisticated in terms of the computer when they get here," says Raco. "We've got students coming in now who already have a basic understanding of keyboarding, know how to do word processing, and may even be familiar with some computer graphics software."

Faculty members also have become increasingly knowledgeable about computers.

"Some faculty members have a bit more experience with computers because they got started sooner," explains Thomas Policano, assistant professor in the photo/media technologies department. "By now, though, most faculty members recognize the advantage of using the computer for much of the work we do."

Many instructors also feel that the new technology offers exciting possibilities for teaching. Interactive instructional programs, which respond to the user's needs, allow students to learn what they need to know when they need to know it. The flexibility of such a system can accommodate different learning rates and styles.

"With intelligent and inspired development, the learning process can be as fascinating and addictive as video arcade games," says Policano.

"As you learn what you can do, you're guided by the visual feedback on the screen to try new things. We're excited about applying the tools that are available to us to improve instructional delivery."

Despite the computer's growing acceptance in the classroom, it hasn't truly replaced the mechanical artist's precision, the camera operator's attention to detail, or the printer's careful eye. That's why hand skills still are taught in many courses.

"Because we're in a state of transition, we teach hand skills and computer skills at the same time," says Michael Kleper, professor in the printing production technology department. "As enticing as the technology is, the fact remains that, in the field, there's a lot of manual work

The right stuff? Nadine Wilson, a prospective College of Fine and Applied Arts student, reviews her portfolio with Dr. Thomas Raco, assistant dean/director of the School of Visual Communication Careers.

still being done. We'll do the same job by hand and on the computer, so students get to see both ways of doing things."

"It's a tricky balance—we're walking a tightrope in some ways," says Cox. "We want to keep enough of the hand skills so a graduate who works in a place that doesn't have a computer isn't lost. In the meantime, we've got to give students enough computer skills so they're ready for tomorrow's job market."

As SVCC prepares its students for careers in the visual arts, each department focuses on a different aspect of the industry.

To create the designs and mechanicals necessary for printed materials, students in the applied art department always have used the traditional tools of the commercial art trade—triangles, T-squares, and technical pens.

In recent years, though, the computer has replaced many of these tools. When computers were introduced into the applied art curriculum in 1983, the equipment consisted of a single terminal operating with RIT's campuswide mainframe computer system. Shortly thereafter, the department began training students on personal computers.

Recalls Voelkl, "Our advisory committee came in, looked at the terminal, and said, 'But what can you do with it?'

"We said, 'We're not sure, but we think that's where the future is.'

"We had a good feeling that computers were going to change the way we worked with students, the way students produced artwork, and how professional designers produced their work."

Now, almost all applied art courses require some computer use. Students develop designs, layouts, typography, mechanicals, and color separations—all on computers.

"The most exciting thing is that the technology allows us to experiment with and generate many more ideas than was possible using traditional methods," says Cox.

Adds Voelkl, "Computers give graphic artists so much more control over the creative, design, and production processes. What has developed in the last five years is mindboggling."

Computers certainly have changed the approach to "doing business" in the photo/media technologies department. Students who are trained at NTID to work in custom or commercial color labs and in-house industrial photo labs learn on increasingly sophisticated, digitally controlled equipment.

"Though there have been steady improvements in graphic arts films and photo papers over the years," says Policano, "the most dramatic change has been the transition from hand graphics and silver-based photography to digitally produced graphics and digital imaging, which has occurred in the last five years or so."

Those concentrating on media and audiovisual production can work quickly and easily on a computer screen on projects that once required many steps. For example, producing a multicolored slide used to be a complex operation, requiring the production of several registered photographic masks.

"A student might spend a couple of hours working on a complicated special-effects slide," says Jean-Guy Naud, chairperson of the photo/media technologies department, "not knowing until the film was processed if he or she had created the desired image. Using the computer, students can always see what they've got right on the screen, in living color."

Since its inception, NTID's printing production technology program has reflected the many changes that have taken place in the printing industry. Students are trained in several areas of offset lithography, including phototypesetting and paste-up; camera; stripping and platemaking; and presswork.

"When we started, there were no computers," recalls Kleper. "Now, the technology that was once seen as a threat to tradition is leading the industry."

When the NTID program began, the centuries-old tradition of "hot" metal type, produced using molten lead, already had been phased out in favor of "cold" photocomposition systems. Now, personal computers are used to "drive" typesetting equipment, representing yet another important shift in the graphic arts.

Computer technology also has had a significant impact on reproduction photography, which involves the preparation of images for printing. Traditionally darkroom-based, photographs for reproduction now can be scanned into a computer and manipulated on the screen.

"We have tried to integrate the application of computers into our curriculum in creative ways," says Kleper. "For instance, we work with students in NTID's School of Business Careers, providing typesetting via electronic mail. That's the kind of collaboration that happens in the field."

Adds James Hendrix, chairperson of the printing production technology department, "We want to give students the skills they need to compete in the job market and to adapt to new technology quickly."

To ensure that the SVCC curriculum stays current, faculty members consult with industry, attend conferences, and pore over professional literature.

They also meet yearly with advisory committees for each of SVCC's programs. Composed of professionals and educators from industry and other RIT colleges, committee members critique portions of the curriculum and provide insight on what's current in the field.

Administrators and faculty members also rely on another way of evaluating a program's strengths and weaknesses.

"The best feedback," says Raco, "is from recent graduates and their employers. In addition to NTID's annual Alumni Feedback Questionnaire, we visit companies where our graduates are employed and develop our own network. It has been invaluable to us in improving our programs."

Improving and updating curricula is an ongoing process. As they look ahead, SVCC faculty members see a more integrated environment in the graphic arts.

In the past, commercial artists, photographers, and printers worked on separate phases of the design and production of visual materials. As technology becomes more sophisticated, however, those boundaries are disappearing. The technical skills needed by students reflect the growing overlap.

To respond to this need, SVCC is developing a new "bridging" program, tentatively called electronic document production (EDP). In the proposed program, students may take courses in each of the three existing technical departments as well as new elective courses specific to the new technology. This integrated approach will give students a broader perspective on the visual communication field.

As it looks to the future, SVCC also is working on ways to help its former students keep pace with technology. As part of NTID's outreach effort, the applied art department offered its first week-long computer graphics workshop for a half dozen alumni during the summer of 1988.

Joseph Viscardi is an NTID graduate who went on to receive a bachelor of fine arts (B.F.A.) degree in graphic design from RIT in 1978.

Says Viscardi, who works as an art director at Medicus Intercon Co. in New York City, "I returned to NTID to learn how to use the Macintosh II. The class was great—I loved it."

Other SVCC alumni share positive feelings about their experiences at NTID. Tracey Saloway, assistant art director at Artworks, a Rochester design firm, also graduated from RIT with a B.F.A. in graphic design in 1985.

"At NTID, I learned a good deal about basic art and time management," recalls Saloway.

A 1988 graduate who earned an associate degree in applied photography, David Pierce works in many phases of television production at Silent Network in Hollywood, California.

"Though technical changes occur every day," says Pierce, "my education gave me the basic groundwork to be able to adjust to the changing environment."

Says Raco, "Certainly, one of the biggest challenges facing us is keeping up with the incredible rate of change in technology today. Faculty members don't have enough hours in the day to keep up with everything that's going on out there, but we must stay up-to-date so our students don't graduate with skills that soon will be outdated."

Most faculty members share that view. "The technology itself is easy to deal with," says Naud. "The rate of change and its cost are the problems right now. So far, we've been able to prepare students for whatever they will face in the workplace. But how long can we stay ahead? Unlike a horse race, there is no finish line—it keeps moving down the track as we're going around."

However fast the changes come, it's a good bet that SVCC will stay ahead of the game.

Joy Houck contributed to this story.

Golden Glory

NTID athletes shine at World Games for the Deaf

by Susan Cergol

Michele Heise followed the yellow brick road to New Zealand to compete in the 16th Summer World Games for the Deaf. There, surrounded by cheering fans, she won a gold medal and, for a moment, found herself "over the rainbow."

"It was a fantasy, like *The Wizard of Oz*," says the 21-year-old basketball player. "I couldn't believe it was happening to me."

Heise, who graduated from NTID's applied accounting program in May, competed on the U.S. women's basketball team, which took first place at the games, held January 7-17, 1989, in Christchurch, New Zealand. Her glory was shared by teammates and fellow NTID students Laura Edwards and Marika Kovacs.

Other NTID students who competed at the games on the 173-member U.S. team are Kenneth Anderson, basketball; Kenneth Gentzke and Timothy Kring, soccer; Hamid Hajebian and John Macko, men's volleyball; Darcy Lazauskas, women's volleyball; Christopher Madden and Tod Morris, wrestling; and Shawn Richardson and Laura Zuniga, track and field.

While the thrill of international sports competition is an important aspect of the games, so is promoting goodwill and understanding, according to Farley Warshaw, visiting career development counselor in the School of Science and Engineering Careers.

"There is no political friction at the competition," says Warshaw, president of the American Deaf Volleyball Association and assistant coach of the U.S. men's volleyball team. "The games are about everyday living and shared human experience—that's what is important."

Lazauskas, a fourth-year applied art student who won a silver medal as a member of the U.S. women's volleyball team, learned this lesson well.

"The Soviet athletes were very friendly to the Americans," she says. "At first, that surprised me, but now I understand that the athletes I met are individuals, not governments."

Warshaw believes attending the games can be a rich educational experience for NTID students. A total of 26 nations competed in 12 sports in New Zealand, offering athletes plenty of opportunity for cross-cultural exchange.

"By participating in the games," says Warshaw, "athletes learn a lot about different cultures, which broadens their awareness and understanding of the world. Often students misunderstand—they think it's only a sports activity. But the games really can complement what they learn at school."

Macko, a fifth-year student in RIT's College of Business, competed on the men's volleyball team under Warshaw's guidance. "In addition to becoming a better volleyball player," he agrees, "I became a stronger and more educated person."

Like the Olympics, the World Games for the Deaf offer athletes an opportunity for international competition and world travel. But the true meaning of the games, says Heise, is found in the special fellowship that takes place among deaf athletes from all over the world.

"There was a real feeling of connectedness because we all are deaf," she says. "It was the best experience of my life."

Macko agrees. "There was a strong bonding among athletes and teams because we're all hearing impaired," he says. "It was a once-in-a-lifetime experience."

The 13 NTID students who traveled to New Zealand continued a long tradition begun at the first World Games for the Deaf in Paris in 1924. Inspired by the performances of deaf athletes at those first games, E. Ruben Alcais of France and Antoine Dresse of Belgium founded the International Committee of Sports of the Deaf (Comité International des Sports des Sourds—CISS), which now sponsors the games. It is the oldest international sports organization for disabled people and the only such federation to be recognized by the International Olympic Committee (IOC).

Except for a 10-year hiatus during World War II, CISS has sponsored Summer World Games every four years since 1924 and Winter World Games every four years since 1949. The upcoming winter games will be held in 1991 in Calgary, Canada, and the next summer games will be held in 1993 in Sofia, Bulgaria.

U.S. participation in the games is sanctioned by the American Athletic Association of the Deaf (AAAD), founded in 1945 to promote local, state, regional, and national tournaments for deaf people in the United States. The U.S. Team Committee, a standing committee of the AAAD, oversees the various teams that participate in the games. All executive committee members are deaf and serve on a voluntary basis.

"I feel satisfied when I see an athlete reach his or her personal best," says Donalda Ammons, U.S. team chairperson. "Seeing an athlete develop into a better person with a more complete understanding of world politics and cultures is my reward."

All athletes with a hearing loss of 55 decibels or greater in the better ear are eligible to try out for the games. Team tryouts for each sport generally are held one to two years before the games at various locations throughout the country.

"Athletic ability is the first thing I look for during tryouts," says Merlin Thompson, coach of the U.S. men's volleyball team. "If you have that, you can pick up

the particular skills and techniques necessary for the sport."

Ronald Stern, U.S. team director, oversees team selections and makes sure team members stay in shape before the games.

"Once selection is made," says Stern, "I expect the athletes to be committed and dedicated to training with their coaches."

To supplement their individual training, Stern coordinated an intensive training camp for the athletes, held in December at the California School for the Deaf in Riverside. This was especially helpful to athletes from wintry climates, since they needed to prepare for competition in summer sports.

"The weather in Riverside is comparable to New Zealand's," says Warshaw, who accompanied the athletes to the training camp as well as to the games. "Usually, NTID students competing in

The stuff dreams are made of Basketball player Michele Heise proudly displays the gold medal she helped her team win at the 1989 Summer World Games for the Deaf, held in New Zealand.

the summer games can train during vacation time. This was the first time they were held south of the equator, and it was winter in many parts of this country, including Rochester."

Climate, however, was not the biggest obstacle the athletes faced. Once chosen to participate on a U.S. team, the athletes were responsible for raising enough money to travel to the host country. For the summer games in New Zealand, each athlete had to raise $4,500.

"I was afraid I wouldn't raise enough money," says Heise, who credits her roommate with insisting she give it a try. "If Karen [Wanninger] hadn't been there, I never would have gone to the games."

But Heise and the others did indeed raise the money, primarily in their hometowns through grassroots efforts such as

A memorable experience Surrounded by memorabilia collected at the World Games for the Deaf, volleyball player John Macko feels fortunate to have shared in the experience.

dance marathons, bowl-a-thons, and donations from community groups.

"It was difficult because nobody in my hometown knew about the World Games for the Deaf," says Macko. "Everybody thinks it's related to the Special Olympics [a sports program and competition for people with mental retardation and developmental disabilities], so I found myself constantly explaining the difference."

Macko's only disappointment in not winning a medal at the games—the U.S. men's volleyball team took fourth place—stems from his belief that the team wasn't able to attract all of the best deaf players in the country.

"We need to continue educating people about the games," he says, "so we can find better players and get community sponsorship to help take the pressure off individual players to raise the money themselves."

Coach Thompson agrees. "The athletes who went to the games were the ones who raised the money, not necessarily the best players," he says. "That was the biggest drawback. If there had been means to finance the athletes, our team would have done much better."

According to Stern, the U.S. team receives little financial assistance from the United States Olympic Committee (USOC), of which the AAAD is a member.

"The funds we do get from the USOC are earmarked for development purposes," he says. "We are very appreciative of this assistance, of course, but we need to explore other means of support."

The development fund, formerly administered by Ammons in her role as special assistant to the U.S. team, allows athletes and coaches to upgrade their skills by attending summer camps, sports clinics, and intensive training sessions. Now, as U.S. team chairperson, Ammons will address more vigorously the fund-raising needs of the team, perhaps seeking corporate support for the games.

However, everyone involved wants to avoid imposing on the games an overemphasis on financial matters.

"The Olympics, for example, have become very commercial," says Ammons. "There's too much attention on revenue rather than on the actual performances of athletes. The World Games, on the other hand, are untouched."

Warshaw believes it is far more rewarding for athletes to focus on their own athletic and personal development.

"No one was worrying about financial support or commercial success at the games," he says. "The athletes only wanted to win for their country, in the true spirit of amateur sports."

For many athletes, that spirit has been a driving force throughout their lives, and competing in the games was the fulfillment of a lifelong dream. Morris, a silver medal winner in wrestling, entered the sport when he was in second grade.

"I practiced almost half my life to achieve this medal," says Morris, a senior in RIT's College of Applied Science and Technology. "I'm proud of my achievement and will pass on my experiences to my children and grandchildren."

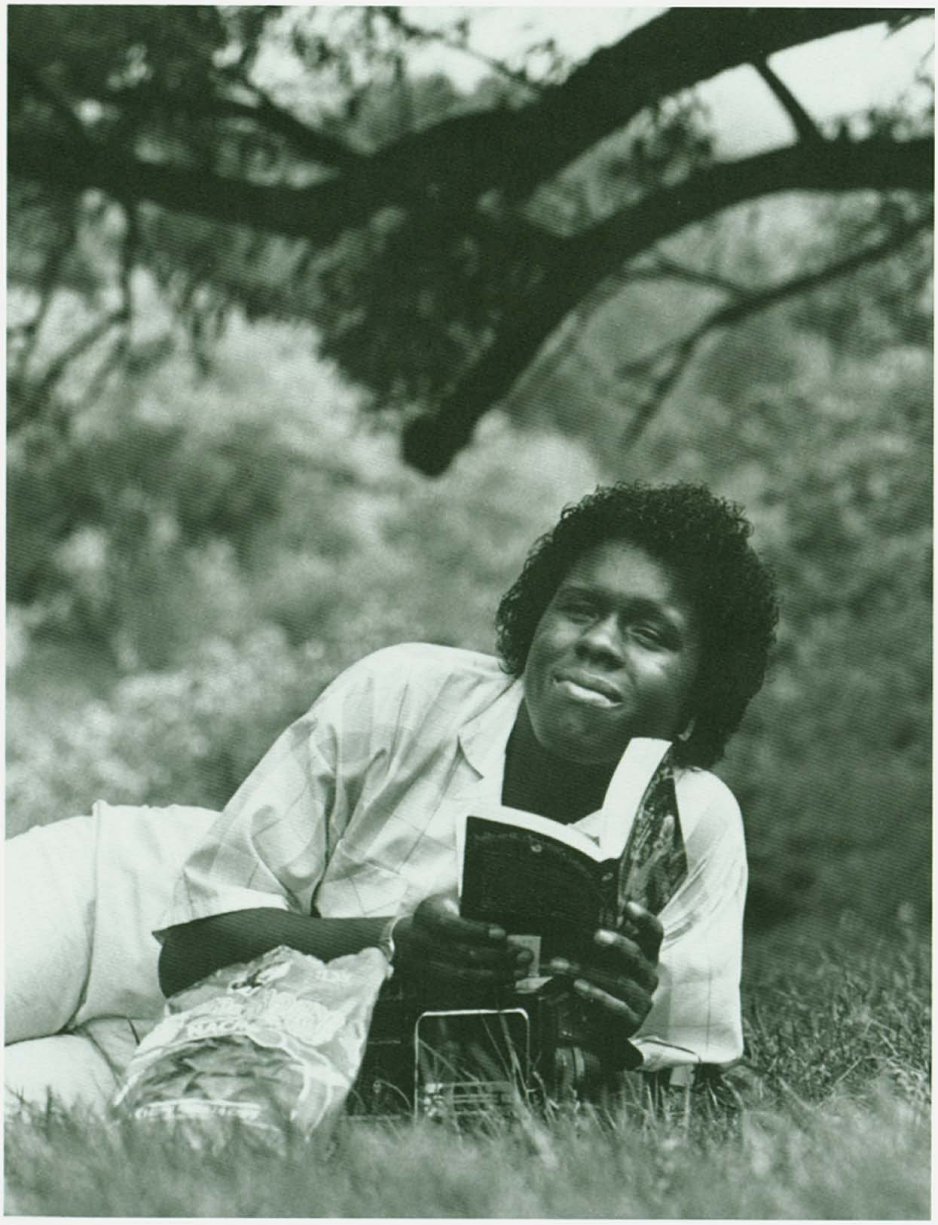
Whether or not they bring home a medal, however, all World Games athletes come away winners, according to Ammons.

"Once athletes participate in the games," she says, "they don't come back the same for one simple reason—they have seen the world."

FOCUS On...

Catherine Clark

by Kathryn Schmitz



An inveterate reader Catherine Clark, rehabilitation audiologist, often travels to Highland Park to enjoy the outdoors and a good book.

Catherine Clark is one of the friendliest people at NTID. As an only child of a military family that frequently moved, she learned to adjust to new people and new places. Her father, a sergeant in the U.S. Army, saw duty in Colorado, New Jersey, New York, North Carolina, Virginia, Washington, and West Germany.

Clark, rehabilitation audiologist in the audiology department since 1986, is a "jack of all trades," according to Douglas MacKenzie, coordinator of NTID's Audiology Clinic/Hearing Aid Shop.

"She is involved in all aspects of the audiology curriculum," says MacKenzie.

In addition to performing hearing evaluations, Clark teaches telephone training, advanced speechreading, and basic auditory training.

The speechreading classes aim to teach not only speechreading but also assertiveness and strategies for handling communication breakdowns. The auditory training classes focus on recognition and use of specific speech and environmental sounds.

According to MacKenzie, "Catherine has extensive experience in such rehabilitative work." One of her hallmarks as an audiologist is the time she spends counseling students. She does not limit herself to clinical audiological tests.

"Catherine wants to be successful at NTID," says Evelyn James, an audiologist who completed her clinical fellowship year at NTID this spring. "She's interested in being the best audiologist she can be, which makes her more focused on the students and what she needs to do to better serve them. She has the respect of everyone here."

Clark's interest in audiology springs from her people-oriented approach to her life. "Audiology," says Clark, "is a field with a clinical and medical orientation where I can work with people."

Tools of her trade Using one of NTID's audiology sound booths and computer equipment, Clark evaluates a student's hearing.

After earning her bachelor's degree in speech and hearing sciences at Bradley University in Peoria, Illinois, she entered the graduate audiology program at the University of Louisville in Kentucky. Her undergraduate work involved speech pathology training with little emphasis on audiology. Clark feels her choice of graduate study rounded out her experience in the fields of speech, language, and hearing.

"I didn't see the diversity of audiology until I got into it," she says.

Part of that diversity includes a variety of technological advances in audiology. Clark's interest in new technologies motivated her to learn about cochlear implants, which are small electronic devices surgically placed inside the ear. They allow some deaf people who do not benefit from using hearing aids to hear.

"My first experience with cochlear implants was in graduate school," says Clark. "I worked with adult cochlear implant users. At that time, the cochlear implant was the latest technology, and I wanted to grab onto it."

After earning her master's degree, she spent her clinical fellowship year at the House Ear Institute in Los Angeles, where she worked in the children's cochlear implant program.

Clark used her experience to help develop the cochlear implant specialist position at NTID with Dr. Carol DeFilippo, associate professor in the communication research department. They share the position's responsibilities.

"Catherine has more direct contact with students," DeFilippo explains. "She performs most of the clinical tests and the follow-up reminders. She is effective with the students because she will persist until a problem is solved."

"Catherine wants to see her students improve," says John Lytle, a third-year RIT information systems student who has a cochlear implant. Clark works with Lytle on identifying environmental sounds and vowels.

"She is fun to work with because she has an open mind. She listens to me and asks me what I want to learn. Without Catherine's help with my communication skills, I would never have gotten my summer co-op job at Hewlett Packard in Toronto," says Lytle.

"She thinks students can do anything if they want to," says Christopher Sullivan, who earned his associate degree in medical record technology in May. He says that working with Clark helped him improve his speechreading and speech after he received a replacement cochlear implant.

Clark derives great satisfaction from teaching. "Seeing the learning process happening and then carrying over out of class is very gratifying," she says.

In addition to enhancing her professional development through teaching and clinical work, Clark enjoys meeting with other black professionals in her field. "I'm trying to start an upstate New York chapter of the National Black Association for Speech, Language, and Hearing."

"We talk about the future," says coworker James, "especially for blacks in audiology. It's good to have another black person in the same job and the same department."

Clark is the newly elected vice chairperson of the NTID Affirmative Action Advisory Committee. Her two-year term began this fall.

The goal of the committee is to improve recruiting and retention of employees in protected classes, such as racial minority and hearing-impaired individuals.

"I became involved with affirmative action in the workplace because I want to see more minorities here," she explains.

NTID also sponsors the Minority Clinical Fellowship Year, administered jointly by the department of training and development and the communication division. James was the first recipient of the fellowship year at NTID.

People-oriented though Clark is, she enjoys her own company as much as she enjoys others'. She values solitude and reads a great deal.

She does, however, enjoy getting together with friends to play cards and have philosophical discussions.

Says James, "We just have fun together talking about all sorts of things over dinner. We'll go to different movies or out to clubs or concerts; Catherine likes Luther Vandross and New Edition."

MacKenzie is pleased that Clark may have found her professional niche at NTID. "Her career goals have changed since she first began here," he says. "When we interviewed her for the job, she said her long-range goal was to go into private practice, but now I think she plans to stay at NTID since she enjoys her work so much."

Clark agrees. "Working with a large group of professionals within a population is more comfortable for me than working alone."

MacKenzie adds, "She works very well in groups because she is so dependable."

Of her future goals, Clark says, "Eventually, I'd like to sponsor some kind of speech and hearing clinic in the black community."

Her personal projects at NTID include developing assessment tools for evaluating individual sounds during testing to help determine which sound an individual is hearing. She also would like to do more auditory training during hearing aid evaluations.

"I'm still growing in my job," she says. "There are so many things to do and learn."

NTID NEWSLINE

NTID Goes Around the World

NTID will take on an international flavor next year when, for the first time, it opens its doors to deaf students from around the world.

As a result of recent congressional action, the U.S. Department of Education has approved NTID's plans to admit international students.

While no qualified U.S. citizen will be denied entry or provision of full support services as a result of this development, international deaf students will now benefit from NTID's programs, which have not been duplicated elsewhere in the world.

To be considered for admission to NTID, applicants must have a hearing loss that seriously limits their chances for success in a college or program for hearing students. In addition, as a minimum requirement to be considered for entry, international applicants must demonstrate an overall eighth-grade achievement level, including an eighth-grade reading level in the English language as measured by a standardized test specified by NTID.

All international students seeking admission to the Institute must complete the application process by December 15 of the year before entering NTID. Decisions on acceptance will be made by the following March 1.

For more information on international student admission to NTID, contact Thomas Connolly, senior career opportunities advisor, at: Rochester Institute of Technology, National Technical Institute for the Deaf, Career Outreach and Admissions Department, Lyndon Baines Johnson Building, Post Office Box 9887, Rochester, NY 14623-0887, (716) 475-6816 (Voice/TDD).

ICED Registration Packets Mailed Worldwide

Registration information for the 17th meeting of the International Congress on Education of the Deaf, which will be held in Rochester, New York, July 29-August 3, 1990, was mailed worldwide in October. Those interested in attending the Congress, which will focus on issues related to the advancement of educational opportunities for deaf people, are encouraged to pre-register by **April 1, 1990**. Registration costs will be higher after April 1; the deadline for pre-registering by mail is June 15, 1990. For more information and a registration packet, contact Jean DeBuck, ICED administrator, Rochester Institute of Technology, National Technical Institute for the Deaf, One Lomb Memorial Drive, Post Office Box 9887, Rochester, NY 14623-0887.

In addition, the Centennial Celebration Convention of the Alexander Graham Bell Association for the Deaf is scheduled for July 24-28, 1990, in Washington, D.C. For more information and a registration packet for that convention, contact Susan Coffman, Director, Professional Program Services, Alexander Graham Bell Association for the Deaf, 3417 Volta Place, NW, Washington, D.C. 20007-2778.

Distinguished alumnus of 1989 Dr. William Castle, director of NTID and vice president for government relations for RIT, left, and NTID Dean James DeCaro, right, present a commemorative plate to Gary Etkie, this year's winner of NTID's Distinguished Alumnus Award.

Etkie Honored at Alumni Celebration

NTID Dean James DeCaro presented the 1989 NTID Distinguished Alumnus Award to Gary Etkie '77 at the August 18-19 Alumni Celebration Weekend picnic. Etkie, who earned an associate in applied science degree in data processing, was honored for outstanding professional achievement and for continued efforts to support and improve the lives of deaf people.

A senior technical associate with AT&T Bell Laboratories in Illinois, Etkie has worked to bridge differences between hearing and deaf co-workers by establishing a sign language club at the company, giving presentations on needs of deaf employees in the workplace, and teaching sign language to fellow employees.

In addition to his on-the-job responsibilities, he has been president of the NTID Alumni Club of Illinois since 1984. He is an active member of the Aurora Club of the Deaf, Fox Valley Center on Independent Living, Illinois Association for the Deaf, and West Suburban Association for the Deaf.

The weekend celebration also included an exhibition of contemporary artwork by deaf women, a "Hollywood Squares" competition, and a banquet.

Philippine Laboratory Honors Castle

The Philippine School for the Deaf in Manila has named its newly completed laboratory for deaf students in honor of Dr. William E. Castle, director of NTID and vice president for government relations for RIT.

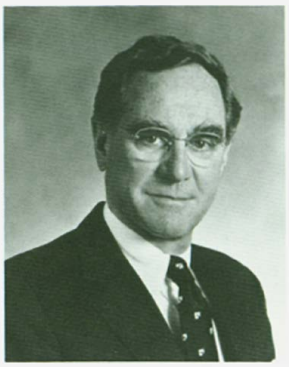
Castle and his wife, Dr. Diane Castle, professor in NTID's department of technical and integrative communication studies, traveled to Manila to attend the July 28 dedication ceremonies for the Dr. William E. Castle Communications Training Laboratory.

"I am confident," said Castle, "that this center has a bright future and will be successful in contributing to the training of young deaf Filipinos to be good citizens and employees."

NTID Graduate Named Deaf Woman of the Year

Barbara Jean Wood '75 has been named Quota International's Deaf Woman of the Year. Wood, who earned a bachelor's degree in social work, is head of the Massachusetts Commission for the Deaf and Hard of Hearing. She received the award at Quota International's annual conference in July.

Quota International is a worldwide organization largely composed of professional women whose primary goal is to help deaf and hard-of-hearing people.



Dear Friends of NTID,

An RIT education is rich in experiences that reflect the Institute's philosophy of lifelong learning. A recent trip to the Soviet Union by NTID students and faculty and staff members underscores the exciting opportunities for such learning that are available at RIT.

Traveling to the USSR during its unprecedented political, economic, and social reforms is truly the opportunity of a lifetime. RIT, internationally known for its cooperative educational programs, encourages learning of this nature—outside of the classroom, with an emphasis on gaining knowledge through experience.

As you read this issue of Focus, *I hope you will gain a sense of the value placed on learning, not only in the classroom, but in our relations with others and in the experiences that stay with us forever.*

Dr. M. Richard Rose
President, RIT

Rochester Institute of Technology

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ADDRESS CORRECTION REQUESTED

Whatever the weather, Tracey Smith's friends brighten her day, p. 3.

Photography by Bruce Wang