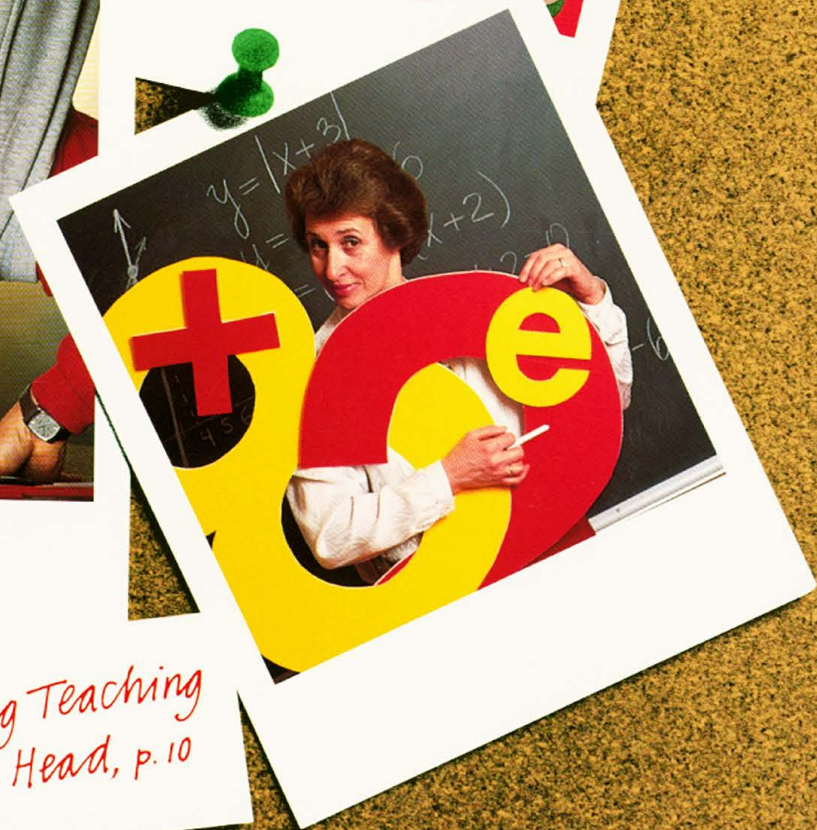
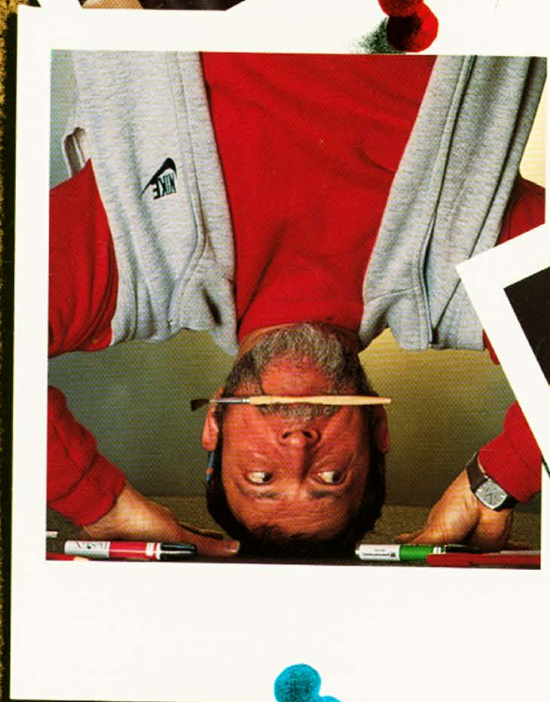
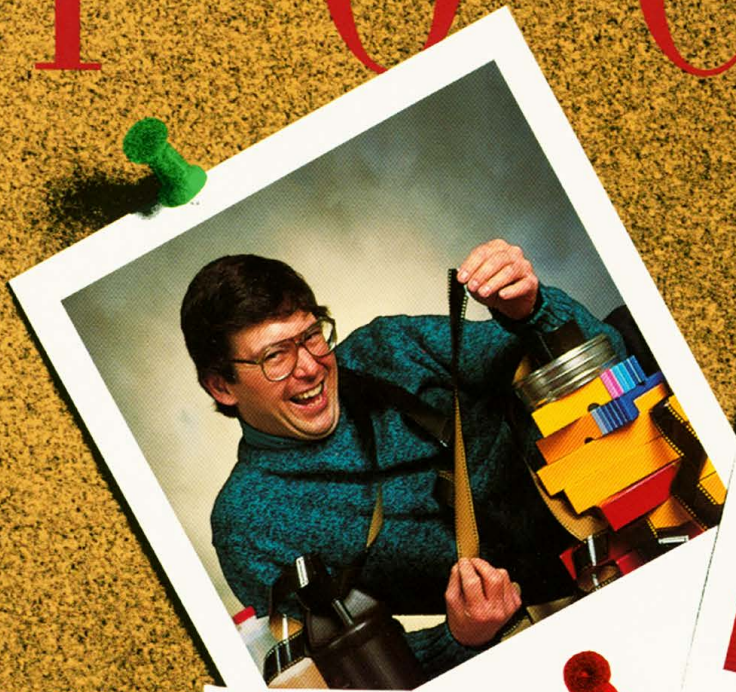


NTID

FOCUS

WINTER/SPRING 1989



*Standing Teaching
on Its Head, p. 10*



A holiday tradition RIT President M. Richard Rose presents a turkey to Dr. John Albertini, research associate in NTID's Communication Research Department. Every holiday season, RIT gives each of its approximately 2,400 employees a turkey.

FOCUS

CONTENTS

Winter/Spring 1989

-
- 2 Reaching Out**
From the Director's Desk
-
- 3 Service-a-thon**
Biking or bowling—fraternity and sorority members sometimes work around the clock for others.
-
- 6 Visual Aide**
Welcome back, Kravitz—Dominic Peroni returns to the NTID classroom.
-
- 8 A Jewel Beneath the Crown**
Brandeis Sculthorpe sparkles as Miss Deaf America.
-
- 10 Strategic Teaching**
NTID faculty members put on a class act.
-
- 14 Bonsai Barrister**
Attorney Robert Silber finds time for gadgetry and gardening.
-
- 16 HELLO, NEW YORK RELAY HERE, GA**
Goodbye, dependency and frustration; hello, telecommunications independence.
-
- 19 Putting Stock in an NTID Education**
NTID masters the "fund-amentals" of development.
-
- 22 One Hurdle at a Time**
At RIT, Timothy Johnston is putting his career on track.
-
- 24 Competitive Waters**
The competitive spirit runs deep within James Mallory.
-
- 26 All the World's a Stage**
Kelly Reynolds goes south of the border and down under with Up With People.
-
- 28 Technological Tandem**
These sisters have Medical Laboratory Technology in their blood.
-
- 30 Focus On... Paul Seidel**
It's back to the classics for this career opportunities advisor.
-
- 32 Newslite**
-

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About the cover Clockwise from top left, David Hazelwood, instructor in the Photo/Media Technologies Department; Karen Conner, assistant chairperson in the Business Occupations Department; Maria Shustorovich, assistant professor in the Physics and Technical Mathematics Department; and Jack Slutzky, professor in the Visual Communication Support Department are among NTID's 290 faculty members. (Cover photography by A. Sue Weisler)

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



Reaching Out

A familiar advertising theme urges people to "reach out and touch someone." For more than two decades, NTID has operated on this very principle—touching and enriching the lives of thousands of deaf people around the world. As the Institute enters the 1990s, reaching out will become even more important. Through its Educational Development Outreach Program and in cooperation with the other institutions that have formed a national postsecondary consortium, NTID will extend its services and knowledge to new audiences, including employers, deaf high school students and adults, parents of deaf children, and other organizations of and for deaf people.

Simultaneously, members of NTID's community continue to reach out to others on an individual basis. Armed with an awareness that their actions can bring about a better world, students, graduates, and faculty and staff members are using their talents to assist and enlighten their fellow human beings. Many of the people featured in these pages exemplify this spirit.

Fraternity and sorority members featured in "Service-a-thon" not only have formed valuable friendships, but also have contributed to the RIT and Rochester communities through service activities. They have raised money for charitable organizations such as the United Way and March of Dimes, contributed to a leadership camp fund for Rochester School for the Deaf students, and purchased a captioning decoder for deaf clients at a local residential treatment center for emotionally and mentally disturbed youth.

These students are contributing by helping to bring about change. Others at NTID are hard at work promoting an awareness of the need for further change.

Brandeis Sculthorpe, a third-year Social Work student who was crowned Miss Deaf America last summer, will spend her two-year reign traveling throughout the country serving as a role model to school children and working to establish American Sign Language as a foreign language alternative in high schools. Kelly Reynolds, a 1987 Office Technologies graduate, traveled around the globe last year as a member of *Up With People*, heightening people's awareness of deafness.

Finally, Instructor James Mallory is a bright example of the courage that often is needed to promote change. Mallory, who came within hundredths of a second of making the U.S. Summer Olympic kayak team, is an example to students that achieving success is not always as important as having the courage to try.

I invite you to read through these pages and learn more about the many individuals at NTID who not only have made their own marks, but also are empowering others to do the same.

William E. Castle

Dr. William E. Castle

Anthony Dodge wants to shatter the "Animal House" myth about college fraternities and sororities. Sensitive, articulate, and devoted to helping others, Dodge contradicts the stereotype and represents a new image for campus Greek organizations.

As community service director for Kappa Phi Theta, one of three fraternities and two sororities at RIT organized by deaf students, Dodge coordinates fund-raising events to benefit community organizations.

"Community service is important to show that fraternities care about helping people," says Dodge, a fourth-year Information Systems student.

Brenda Kruse, community service director for the Alpha Sigma Theta sorority, agrees.

"Many people think all we do is party," she says. "They need to understand that the true purpose of a sorority is to encourage leadership, perform community service, and develop a sisterhood—which is our family away from home."

Delta Alpha Sigma is the other sorority and Delta Sigma Phi and Sigma Kappa Tau are the two other fraternities organized by deaf students. While a few deaf students are members of the other 11 fraternities and sororities at RIT, the majority prefer the close-knit, family-like atmosphere of the predominantly deaf groups.

"Kappa Phi Theta is open to all RIT students, including hearing students—as long as they can communicate with deaf people," says Dodge. "We enjoy working in an environment in which there are no communication barriers."

Last April, Kappa Phi Theta went a long way toward changing the Greeks' image by sponsoring a trike-a-thon that raised \$2,200 for RIT's United Way Campaign—one of the most successful community service events ever undertaken by an RIT fraternity.

Each fraternity brother and "little sister"—female RIT students who provide support to the fraternity—rode a tricycle around the area behind the Lyndon Baines Johnson Building and in front of the College-Alumni Union for one hour, logging a total of 48 consecutive hours. The fraternity collected money through pledge sheets and a donation box at the site of the cycling.

"The initiative for that event came entirely from the fraternity members," says Deborah Stendardi, director of Government and Community Affairs for RIT and campus coordinator for RIT's United Way Campaign. "It was the most

Service-a-thon

by Susan Cergol



Helping out Sisters of Alpha Sigma Theta lend a hand to Habitat for Humanity International, an ecumenical, grass-roots organization that builds interest-free houses for needy families.

Developing leadership through community action

successful student fund drive ever undertaken for the United Way."

Dodge was surprised at how successful it was. "Our goal was to raise more than \$1,000, which is the most we had ever raised," he says. "We never expected to raise more than \$2,000!"

"It was like a dream come true for me," he continues. "That fund raiser helped a lot of people who benefit from the United Way."

The planning for that event, as with most Greek community service activities, began with a meeting with Joann Humbert, coordinator of community services for Complementary Education

in Student Life. The sorority or fraternity members explain what area of volunteerism interests them, then Humbert tries to match those interests with an organization that needs help.

While she sometimes makes the initial contact with the community organization, Humbert then backs off quickly to let the students take over.

"It's my job to provide volunteer opportunities to the students and to guide them through the initial stages of planning a project," she explains. "After that, the initiative must come from them."



Triking for dollars Above, Members of Kappa Phi Theta triumph during the final minutes of their 48-hour trike-a-thon, held last spring to benefit the United Way; right, Anthony Dodge, left, presents a symbolic check for \$2,200 on behalf of Kappa Phi Theta to 1988 United Way Chairperson Danny Wegman.



Volunteerism, says Humbert, is a valuable experience for fraternity and sorority members. "It gives them the opportunity to develop into mature individuals and fulfill a responsibility we all have to give something back to the community."

In fact, in addition to academic achievement, developing the leadership potential of their members is one of the main goals of deaf Greek organizations at RIT. Judith Coryell, developmental educational specialist in Student Life and one of two faculty advisors for Alpha Sigma Theta, agrees that this is achieved largely through community service activities.

"Above and beyond the spirit of giving," says Coryell, "this kind of activity offers a great opportunity to develop contacts in the community and, through those contacts, develop leadership potential."

To encourage leadership skills in deaf youngsters, Alpha Sigma Theta and Kappa Phi Theta each sponsors an annual fund-raising activity to benefit the Rochester School for the Deaf (RSD). The money donated is used to send several student members of the Junior National Association of the Deaf

"Above and beyond the spirit of giving, this kind of activity offers a great opportunity to develop contacts in the community and, through those contacts, develop leadership potential."

(NAD) to one of two youth leadership camps, one in New York, the other in Minnesota.

"The sorority sisters have helped us for three consecutive years," says Christopher Bradley, guidance counselor and Junior NAD advisor at RSD, who works with the sorority on this event. "The example they set allows our students to develop their leadership skills by sharing their experiences with others around campus and in the community."

Joan Dickson, RSD guidance counselor and Junior NAD advisor, agrees that

the brothers of Kappa Phi Theta provide a valuable service to the school.

"Kappa Phi Theta's donation each year allows us to stretch what we have and give more students an opportunity to go to camp," she says. "These young men really have impressed me—they're so intelligent and caring. They make terrific role models for our kids."

Dodge thinks this is an important part of the fraternity's responsibility. "We want to show deaf kids that they can be leaders, too," he says.

The brothers of Delta Sigma Phi agree, and believe that members of deaf Greek organizations are uniquely qualified to be role models, especially for disabled children.

"We are proof that, by establishing goals and working toward them, you can do anything you want to, regardless of disability," says Thomas Halik, member of Delta Sigma Phi, the majority of whose fund-raising efforts benefit the March of Dimes.

Rochester's Hillside Children's Center, a residential treatment center for emotionally and mentally disturbed youth ages 6-18, also benefits from the goodwill and mentorship of RIT's deaf



Putting on the finishing touches left and above, The Habitat for Humanity bouse on Hollister Street nears completion, thanks to the assistance of sorority and fraternity members.

fraternity and sorority members. Last spring, Sigma Kappa Tau sponsored a bowl-a-thon that raised enough money to buy a decoder for closed-captioned television programs for Ely Cottage, the center's only residence for hearing-impaired clients.

In addition, sisters of Alpha Sigma Theta and Delta Alpha Sigma, as well as brothers of Sigma Kappa Tau, regularly visit children at Ely Cottage.

"The youngsters enjoy the consistent friendship these RIT students offer them," says Stewart Patton, the center's volunteer coordinator. "It's good for them to know that, not only do Hillside staff people care, but others do, too."

Denise Doris, former supervisor of Ely Cottage, agrees. "These visits really motivate our deaf clients because most of them don't envision themselves attaining a higher education," she says. "The sorority and fraternity members offer a bigger picture of what deaf people can do."

All five deaf fraternities and sororities participate in the annual "Bowl for Kids' Sake," sponsored by Community Partners for Youth, a local affiliate of the national Big Brother/Big Sister program.

"In terms of enthusiasm, commitment, follow-through, and turning in pledges, RIT's hearing-impaired groups are the bowl-a-thon's best supporters," says Brian Fox, director of fund raising for Community Partners for Youth.

"We believe in community service," explains Alyse Kassel, president of Delta Alpha Sigma, the largest contributor in the history of the bowl-a-thon. Last year, the sorority raised \$1,350 for the organization. "We have a lot of spirit and want to show the world what deaf people can do."

The list of service projects undertaken by fraternity and sorority members is seemingly endless. While Dodge and others devote an extraordinary amount of time and energy to service activities, they see membership in Greek organizations as a reciprocal relationship.

"Our lives in the real world are better because of the leadership experience we gain by meeting and working with people in the community," says Michael Krajnak, member of Sigma Kappa Tau.

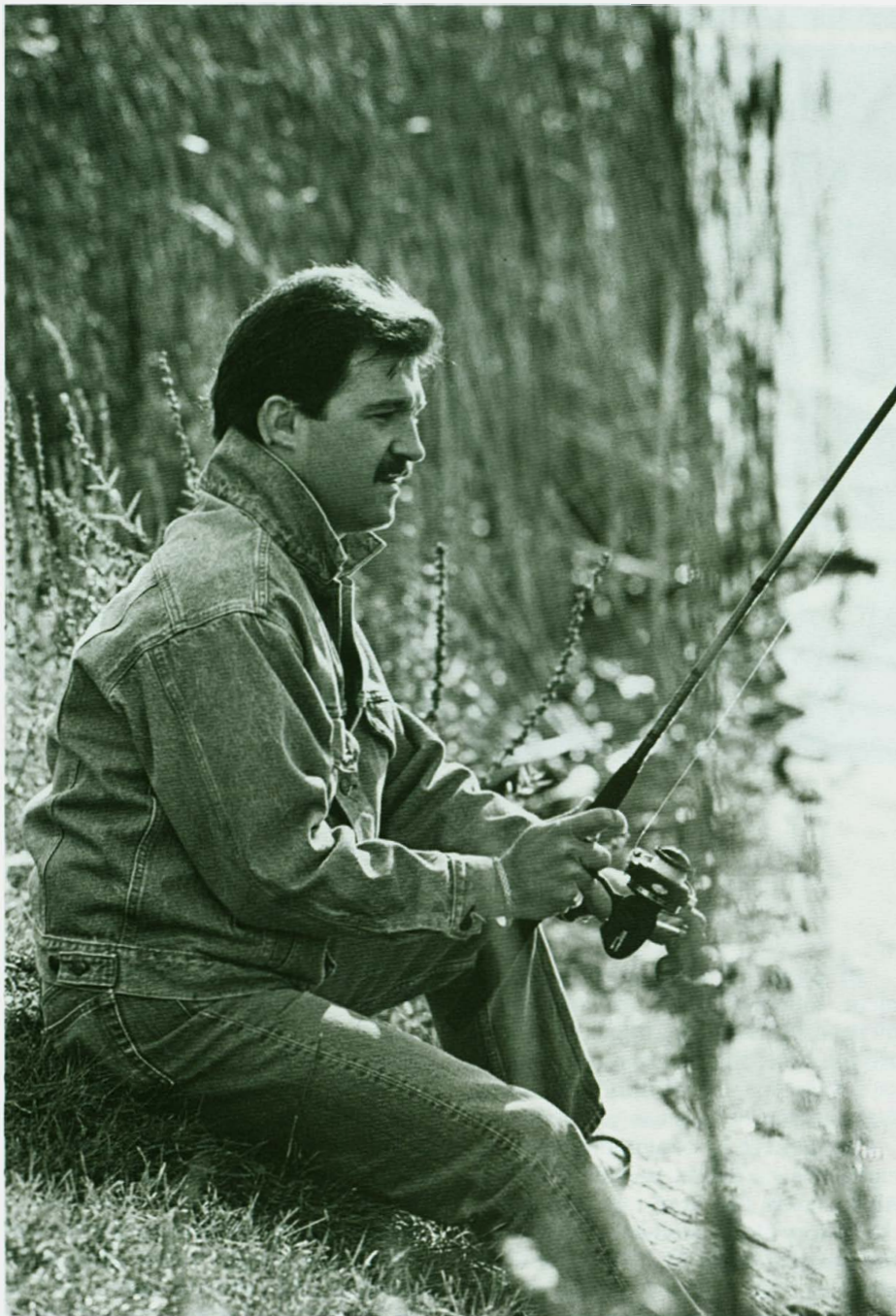
"Community service definitely helps us develop our leadership skills by giving us the opportunity to share our time

and knowledge with others," agrees Delta Sigma Phi President Timothy Jezerski.

"The benefits are terrific," says Teresa Tempesta, president of Alpha Sigma Theta. "Sharing with others makes us better individuals year after year, and the skills we learn help prepare us for life after graduation."

Dodge goes so far as to say that he was a "different person" two years ago, before he joined the fraternity.

"Kappa Phi Theta has taught me a lot about leadership," he says. "Through my work as community service director, I have gained a great deal of self-confidence. I've also learned the importance of setting goals and motivating myself to achieve those goals. Now, I tell myself, 'Don't talk about it—do it!'"



Back to nature Dominic Peroni often escapes to a favorite fishing spot.

VISUAL AIDE

by Jean Ingham

In 1978, Julie Cammeron, associate professor in the Division of General Education Programs, assigned her sociology class a special project—to produce a videotape about a fictional young deaf man named Kravitz.

Cammeron walked into class and said, “Imagine for a moment that you’ve just met a man named Kravitz. He recently became deaf and he’s scared.” Dominic Peroni, a student in the class, raised his hand and replied, “I’m the real Kravitz.” And so he was.

For the first 23 years of his life, Peroni, now a lecturer in the Optical Finishing Technology (OFT) program, was a rebellious, free-spirited young man. In 1977, however, a virus, possibly swine flu, destroyed his auditory nerves and left him with only minimal residual hearing. It also began to affect his vision, but medication stopped it from spreading and his vision returned.

Peroni’s deafness forced him to consider a future different from any he had imagined for himself. Initially, he panicked because he had no skills. He perceived a life of menial, repetitious work, and recoiled at the thought.

“As I was growing up, my parents told me that an education was important to my future,” Peroni says. “But I didn’t care. After I graduated from high school, I drifted from job to job, protested the Vietnam War, and fooled around with my friends. After my illness, I sat down and took a serious look at myself as a deaf person.”

He had worked since he was 13—as a paper boy, salesperson, factory worker, and bartender in his father’s restaurant. None of those were careers he wanted to pursue. Instead, he wanted a profession in which he could work with his hands to make something from scratch.

“I was on disability, but that wouldn’t last long,” Peroni says. “And I didn’t want to depend on the government for the rest of my life.”

About two months after his illness, a cousin who had just graduated from Bloomsburg State College, in Pennsylvania, with a master’s degree in Deaf Education, volunteered to teach him the manual alphabet.

Peroni remembers telling her that he had no use for it; he communicated quite well with family and friends by speechreading and writing when necessary.

“She pointed her finger at me,” he recalls, “and said: ‘You do need it! If you expect to do anything in the deaf community, if you expect to get along with deaf people, which is what you are now,

learn sign language. It is the best thing you can do for yourself.”

Peroni next sat down with a vocational rehabilitation counselor, who arranged for him to spend two weeks in an intensive sign language course at Gallaudet University.

After assimilating as much sign as he could in those two weeks, Peroni attended Philadelphia Community College, in his hometown, for one year, studying accounting, data processing, and liberal arts with the aid of interpreters.

“The interpreters helped me not only in my classes,” says Peroni, “but also with my signing. I didn’t know enough to use the interpreter well, but I’d speechread and match the word to the sign. It helped.”

The courses themselves didn’t really fulfill his desire to work with his hands. So he went back to his counselor for help in finding a career to satisfy this desire. The counselor suggested NTID.

“When I saw Optical Finishing Technology offered at NTID, I decided to sample it during the 1978 Summer Vestibule Program,” Peroni says. “I’ve worn glasses for as long as I can remember—a lot of people do. I figured if I became an optical finishing technician, I’d never be out of work.”

OFT proved to be just what Peroni was looking for—from grinding a prescription to fitting a lens to a frame. It felt right to him.

Not only did he discover a career, but the atmosphere at NTID eased his adjustment to deafness. He was immersed in deaf culture, he liked his instructors, and classrooms were laid out so that he could easily see his classmates’ signs. He also appreciated the availability of support services.

“During the 17 years I’ve worked at NTID,” Cammeron says, “there are students I remember for one reason or another. Dom is one who I remember for all the right reasons.”

Other teachers echo Cammeron’s remarks. Douglas Wachter, OFT assistant professor, remembers Peroni as “highly motivated.” He says that Peroni was determined to be the best student so that someday he would be a top optical finishing technician.

“I would place him among the top three students whom I’ve taught these last 10 years,” says Wachter.

The same sentiments are echoed by Patrick Coyle, retired OFT founder and program director. Coyle says, “I encouraged Dom to advance himself and continue his education.”

Peroni smiles as he reminisces about Coyle. “Pat had a big influence on me,” he says. “I was one of the older students—married with two kids. I think he came down on me harder than other students and I appreciated that. He didn’t allow me to float through; he was strict.

“Students nowadays don’t want that,” he adds. “But that’s the way it is sometimes. Life isn’t easy.”

After graduating in 1981, Peroni was hired by Penn Optical Vision Center in Rochester, New York, where he had worked during his co-op experience. At Penn, he checked lenses for defects and did some tinting and hand-beveling. He moved from that job to others in the city, always adding a little more to his experience. He ended up at Gitlin Optical Company where he worked for five years before leaving to accept a teaching position at NTID in 1987.

While employed at various optical labs in the Rochester area, Peroni often was put in a teaching role—helping RIT’s deaf co-op students to communicate and learn how to use the new machines.

“I really liked it,” he says. “I would get positive feelings about myself. I had fantasized about teaching years ago when I worked with fellow students on *Kravitz*. Now I began to believe that maybe I could teach.”

“Dom learned about an open teaching position within the OFT program from a very active grapevine in the optical finishing community,” says Frederic Hamil, chairperson of NTID’s Applied Science and Allied Health Department.

Hamil feels that Peroni’s positive attitude and enthusiasm for OFT make him an excellent role model for students.

“I hope I also am a role model for graduates,” Peroni says. “I’d like to see more NTID graduates return to teach here... to give back some of the results of their education.”

Peroni teaches prescription analysis, basic math, and laboratory courses. He enjoys them all, but says he feels most effective in the lab.

There he can share the knowledge he gleaned from working in private, retail, and wholesale labs. Each taught him new approaches to problems, which he attempts to pass on to his students. Peroni says he is motivated by seeing a struggling student finally understand the concepts he is teaching.

Like most teachers, Peroni finds there are students who grasp concepts quickly and, therefore, sometimes become bored. “I had to learn to pile work on those students to keep them busy,” he says, “and to pace the others so they wouldn’t get discouraged.”

He tells his students to go out into the world with an entrepreneurial spirit. “You can’t wait for things to happen,” he tells them. “You must make them happen.”



Look closer Peroni, lecturer in the Optical Finishing Technology program, explains the art of making lenses to a student.

A Jewel Beneath the Crown

by Susan Cergol



Brandeis Ann Sculthorpe

Brandeis Ann Sculthorpe has a lot more going for her than just good looks. Intelligence, a dynamic personality, and commitment to serving the deaf community are the more important qualities she brings to the title of Miss Deaf America.

"The Miss Deaf America pageant definitely is *not* a beauty contest," insists Sculthorpe, a third-year RIT Social Work student who won the title last July in Charleston, South Carolina. "The primary reason for the pageant is to find a representative for deaf people."

Sponsored by the National Association of the Deaf (NAD), a non-profit advocacy organization for deaf and hearing-impaired people, the competition is held during the organization's biennial convention. Sculthorpe will reign until July 1990.

"Miss Deaf America serves as a goodwill ambassador for NAD," says Helen Johnson Peterson, former national director for the pageant. "She travels around the country talking to deaf children and adults."

Sculthorpe believes that as Miss Deaf America one of her major responsibilities is to be a role model for young deaf children. "Seeing deaf children's eyes light up is the best part of the job," she says. "If I can make one child feel better about being deaf, that will make my day."

Sculthorpe, 20, is no stranger to the pageant circuit. In 1987, she won the Miss NTID title in an annual contest sponsored by the NTID Student Congress.

"When I was asked to be a judge for the competition," says Dr. Barry Culhane, associate professor in the Division of General Education Programs, "I said I wasn't interested if it was going to be a beauty contest."

"In fact, it is one of the greatest cultural events at NTID, offering students the opportunity to be creative, articulate, show their poise, and share their talents," he says. "At that time, Brandi was judged to be the most talented, poised, and creative female student at NTID."

Sculthorpe went on to win the Miss Deaf Illinois contest later that year, thereby becoming a state representative to the national competition.

For the talent portion of the Miss Deaf America competition, which accounted for 25 percent of her score, Sculthorpe performed an original dramatic reading titled *A Message for America*. Using a combination of sign language and mime, the piece describes the scene of a car accident caused by a drunken driver.

"It's based on the poem, *Oh God, I'm Only Seventeen*," says Sculthorpe. "I performed it in honor of my friend Dan Mika, an NTID student who died in a drunk driving accident two years ago."

Culhane, who first met Sculthorpe in his psychology class in 1986, applauds her choice of material. "It shows that Brandi is willing to take risks," he says. "This was not an upbeat piece—it was a dramatic presentation of a real-life problem."

Sculthorpe attributes her victory to her experiences at NTID.

"I thought so much about NTID during the Miss Deaf America pageant," she says. "I come from a mainstream background, and when I arrived at the Institute, my classmates, friends, and sorority sisters all helped me understand the meaning of deaf culture—and to grow with it. That's what really helped me win the pageant."

"In addition, the Miss NTID contest taught me how to prepare for the state and national competitions," she continues. "Mainly, I gained experience interviewing."

This skill served her well, as many feel it was Sculthorpe's ability to answer interview questions that secured her the title.

"Even though it wasn't a beauty contest, she still is a beautiful young lady," says Dr. William Castle, director of NTID and vice president for Government Relations for RIT. "However, I think the clincher for Brandi becoming Miss Deaf America was the way she responded to questions."

Paula Chance, Illinois state pageant director and Sculthorpe's chaperone at the national competition, agrees. "Personally, I think what carried her away from the others was her ability to answer questions intelligently, with maturity and poise beyond her years."

In response to the question, "How can we preserve our deaf culture?" Sculthorpe replied: "We need to educate our deaf children about the lives of successful deaf adults, passing this information from generation to generation."

"We also can preserve our deaf culture by keeping up our spirits and working together as a team—like we did during the protests at Gallaudet University."

When asked if she thought American Sign Language (ASL) should be taught to young children, she answered: "Yes, because ASI has been proven to be its own language. Although the oral method of communication has worked for some, it has failed for many others. I'm not sure we have the right to take that



Delivering her message left, Sculthorpe chats with 3-year-old Tara Holcomb at a reception held in Sculthorpe's honor last October in the Switzer Gallery; right, for the talent portion of the Miss Deaf America competition, Sculthorpe performs an original dramatic reading titled A Message for America.



risk on a child. Both skills should be developed equally."

In fact, Sculthorpe says one of her main goals as Miss Deaf America will be to promote the establishment of sign language as a foreign language option in high schools throughout the country.

"The biggest problem deaf people have is communication," she explains. "Offering sign language would promote better understanding among all people, which is the key to a healthy society."

Sculthorpe decided early to help improve the lives of deaf people by pursuing a career in social work. While a student at Hinsdale South High School, a public school in suburban Chicago with a program for hearing-impaired students, Sculthorpe had several troubled friends: one became pregnant and had nowhere to turn for help; another was an alcoholic; and a third attempted suicide because of depression.

"Those experiences made me want to work with hearing-impaired teenagers," she explains. "There's a big need in this country for deaf professionals in social work."

Her commitment to working for the deaf community is evident in her past activities with the NTID Student Congress, which addresses deaf RIT students' needs in the areas of academics, cultural activities, and athletics. She also is vice president of the sorority Alpha Sigma Theta, which she views as "a government of women."

"When I came to NTID," says Sculthorpe, "I realized that I wanted to be in the middle of things in terms of the deaf community. I decided to work to make life better for deaf people."

Sculthorpe was one of several NTID students to coordinate activities at RIT in support of the deaf rights protests at

Gallaudet University last spring. As a member of the public relations committee for "Gallymania," she was one of the student representatives selected to speak with the media.

"Brandi is a born leader," says Scot Atkins, career opportunities advisor in the Career Outreach and Admissions Department who, as a student last year, worked with Sculthorpe on that committee. "Her enthusiasm and charisma cause other people to get excited. She is vocal and extremely goal oriented."

Sculthorpe indeed knows the importance of setting goals and working toward them. "I came to NTID because I wanted two degrees from different schools," she says. After she earns her bachelor's degree from RIT, Sculthorpe plans to pursue a master's degree in Psychology from Gallaudet.

When she completes her education and professional training, Sculthorpe plans to settle in Maryland because there is a large deaf community there.

"I want to live near deaf people for social reasons," she says, "and professionally because I need a good deaf population to work with."

Sculthorpe says she won't enter any more pageants, but that winning the Miss Deaf America title is like a dream come true.

"Before I entered the contest," she says, "I always saw Miss Deaf America as having the power to improve the lives of deaf people—which is just what I want to do."

"What's important to me is the opportunity the crown offers me," she says, "not the crown itself."



Strategic Teaching

NTID faculty members are in a class by themselves

by Lynne Bohlman

At a time when the report card on education in America is the kind you would hide from your parents, and people are longing for the days when students really learned something, NTID emerges as a bright spot. Here, teaching and learning are accomplished more successfully today than ever before.

Part of the reason for that success, says Jack Slutzky, professor in the Visual Communication Support Department, is that responsibility for learning is not shouldered only by students.

"Faculty members here accept responsibility for teaching and for students learning—it's a shared responsibility," says Slutzky, who has taught at the Institute for 19 years. "What teaching is and should be is practiced more at NTID. Teachers can focus on teaching."

NTID's 290 faculty members know that that focus is paying off because students are finding jobs in technical fields at the same level as hearing graduates. Ninety-six percent of recent graduates entering the labor force are employed.

"I often say that industry writes our report card, for industry hires our graduates, and when our graduates succeed, then by definition of our mission, we have been successful," says Dr. M. Richard Rose, president of RIT.

"Their success is our success," adds Maria Shustorovich, assistant professor in the Department of Physics and Technical Mathematics and a winner of RIT's Eisenhart Award for Outstanding Teaching.

Changing the status quo for deaf youngsters in the United States perhaps requires radical methods of education,

“A faculty that keeps growing is a healthy one.”

suggested Dr. Joan Stone, associate professor in the Department of Physics and Technical Mathematics, during the Institute's February 1988 convocation, “A Celebration of Twenty Years of Teaching and Learning.”

“Over 20 years,” Stone added, “our methods have gradually shifted to be more consistent with our purpose.”

The one constant throughout NTID's 20 years is its emphasis on effective teaching. Many support systems are available to teachers of deaf students at RIT, including a school-based faculty development program, an army of instructional-materials developers, a research department that focuses on the classroom, and the latest teaching-assistance equipment that technology has to offer.

Despite the number of resources available, what is important inside the classroom is how effectively instructors facilitate the teaching-learning process.

“Highly qualified and skilled faculty members are the greatest natural resource of an academic enterprise,” says Dean James DeCaro.

For NTID faculty members who generally teach on the associate degree level, the challenge seems not to be the technical content, but rather communicating that content to students.

Often, teaching is considered a talent that some people have, and not so much a technical discipline that can be studied and learned. At NTID, a lot of methodical thought is given to teaching as a discipline.

The coordinating force behind this thought is the Office of Faculty Development (OFD), although the five individual schools and divisions, each led by a faculty liaison, are responsible for determining their own needs and the means to meet those needs.

“Our goal is to provide a wide range of program offerings to enhance teaching,” says Dr. Harry Lang, coordinator of OFD and a former Eisenhart winner himself. “We can't measure the direct impact of our programs on student learning, but it's obvious that better teaching makes for better learning.

“A faculty that keeps growing,” he adds, “is a healthy one.”

In addition to assisting with school-based faculty development, OFD regularly offers Deafness Up Close, a computer expertise network, and faculty consultations. Each program is individualized and confidential. A comprehensive orientation program for new faculty members is being developed this year.

Peter Haggerty, assistant professor in the English Department and another Eisenhart Award winner, remembers participating in faculty consultations as a newcomer.

After struggling through his first year as an instructor in 1975, Haggerty worked with a more experienced teacher, who met with him once a week and observed his class.

“In a non-threatening, confidential way, she listened to what I was saying about the problems I thought I was having, and made suggestions,” Haggerty says.

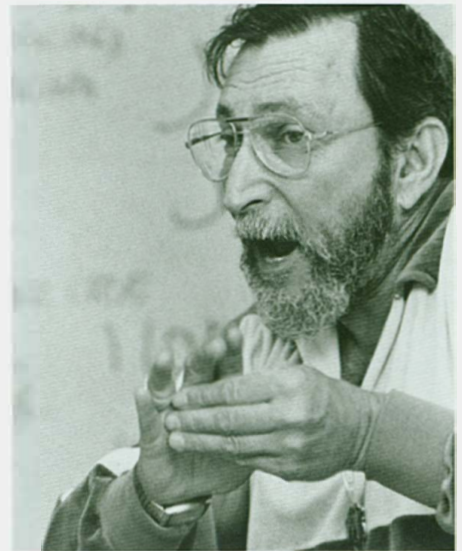
Now, Haggerty is a teacher consultant in NTID's Microteaching program, a summer orientation program for new faculty members offered through OFD. New instructors teach classes of trained students who later discuss with them their strengths and weaknesses.

“While I'm teaching and helping others,” Haggerty says, “I've learned things I can use in the classroom.

“The nature of NTID,” he adds, “fosters experimentation and encourages teachers to attempt things no one has ever tried before. There's no encouragement to just go in the classroom and begin lecturing.”

“Here,” Slutzky says, “we look at our audience, study their demographics, find out where they're strong and where they're weak, and teach to their strengths.”

As a result, NTID classes are taught in small sections of 10-15 students. Courses are structured so that “students are able to progress in a sequence that makes sense,” says Mary Lou Basile, associate professor in the Business Occupations Department.



Center of attention Top, The focus is on Jack Slutzky, professor in the Department of Visual Communication Support, when he has a point to make in class; bottom, Maria Shustorovich, assistant professor in the Department of Physics and Technical Mathematics, explains radii to her class.



Head of the class Top, Mary Lou Basile, associate professor in the Department of Business Occupations, examines with her class the ups and downs of the economy; bottom, Peter Haggerty, assistant professor in the English Department, explores with his class the ins and outs—nouns, verbs, adjectives, and adverbs—of English language sentence structure.

Each section of the same course has the same objectives, and teachers in each department work together in order to know where one class leaves off and the next course needs to begin.

To enhance their lectures and classroom performance, NTID instructors state class objectives clearly, use overheads and other visual communication methods, offer plenty of examples and demonstrations, rephrase and repeat information, use their and students' personal experiences to make a point, write instructions on the board or in handouts, and break more complex problems into smaller steps—all techniques that would benefit any student.

Different techniques are used because students arrive with a variety of technical and communication skills.

"I will use anything that works to get my message across," Haggerty says, "but I won't do it only one way because that one doesn't work for all students."

Once they send the message, teachers have to ensure that it has been received. Evaluation plays an important role in NTID classrooms.

"We don't assume that students understand," Slutzky says.

"We're constantly checking to see what they have learned," Basile adds.

Instructors also do not assume that their students will pick up vocabulary terms just by being exposed to them. A great deal of time is spent ensuring that students understand vocabulary terms, and, in some technical areas, whole courses are dedicated to understanding terms used in particular fields.

All of these in-class efforts require that faculty members spend more time outside class preparing.

While she agrees that preparation must be thorough, Shustorovich also says it's important that the classroom presentation appear animated and spontaneous.

"Each presentation has to be special so that the student thinks I'm doing this just for him," she says, "otherwise it will be boring for the student as well as for the teacher."

Robert Panara, professor emeritus, agrees, and once likened teaching to acting: "How can the actor get up to a 'high' every night, night after night? The same is true for a baseball player—how can a good one continue to perform well day after day, hitting, fielding, and throwing the ball well? Joe DiMaggio, who was truly the best all-around ball player of his time, was asked a question like that once, and he answered, 'What I try to do is to keep in mind that every day

there will be a new kid, a kid who has never seen me play before—and I'm going to perform for that kid.' It's the same with teachers. Teachers should want their class, day after day, that particular class, to believe that in that particular classroom for that particular group of students, the teacher wants to prove that he can impart his knowledge and to do it in a way that is 'entertaining.'"

While teaching strategies used at NTID would benefit students in almost any classroom around the world, and faculty members agree that deaf students are more similar to hearing students than they are different, some differences *do* exist and affect the teaching and learning process.

Generally, NTID students' speaking, reading, and writing skills in the English language lag behind those of their hearing peers. This, Haggerty says, becomes a major barrier in a society where the English language is dominant.

A typical NTID student takes five English courses, to satisfy, in part, non-technical requirements for certificate, diploma, and associate in occupational studies certification. These courses are pre-college level and non-transferable. Students who earn associate in applied science and baccalaureate degrees must meet requirements established by RIT's College of Liberal Arts.

"For some deaf students," Haggerty notes, "English courses often are similar to being asked to stand up on stage every day in front of a full audience and demonstrate one of your worst traits."

"Many students know they're not good at English, they've been at it for years, and yet we ask them to do it again and again. You have to approach teaching English with a great deal of empathy."

Some deaf students also need to develop a better understanding of their responsibilities in the areas of personal and social skills.

Encouraging students to accept that responsibility is part of the teaching and learning process at NTID. In Slutzky's classes, for example, an assignment that is turned in late is reduced one letter grade for each minute it is late.

"Many times, deaf students are dependent," says Dr. Karen Conner, assistant chairperson in Business Occupations. "The challenge is to reduce that dependency. You have to give up control, put the responsibility on the students, and teach them how to access knowledge."

"You do this by making students active in the learning process, by letting them make decisions in the course as to what they want to learn."

Students' lack of independence, Slutzky believes, derives from society's focus on what deaf people can't do.

"Here we say, 'Deaf people can do anything they want to,'" he adds.

Despite the existence of these differences, they are not barriers to teaching and learning at NTID.

"The minute you focus on the differences, they become prominent," says Slutzky. "We don't think about the fact that our students happen to be deaf; we think of them as people."

While teaching is people oriented, NTID's curriculum also is focused on technology, and technical changes during the past two decades have played an important role in classrooms.

Twenty years ago, computer equipment in the classroom was the exception—now it's the rule. In addition, most faculty members use computers as administrative tools.

The development of computer technology is a revolution similar in impact to the industrial revolution, according to Slutzky, and it brings with it new issues and responsibilities.

The computer should be used as a timesaver, not as a thinking tool, Slutzky says. For this reason, his students are required to perform applied art skills by hand before learning to do them on the computer.

Still, the computer and other modern technologies are integral parts of business and industry, and so students must be trained using the most up-to-date technology.

In order to provide this technical training, faculty members themselves must continually learn. Teachers are encouraged and expected to keep pace with, and even ahead of, the latest technological developments in industry, says David Hazelwood, instructor in the Photo/Media Technologies Department since 1981.

So that students are given every possible advantage when seeking employment in technical fields, NTID's curricula are constantly revised.

With the pace of change, however, the latest technical training is not enough. As Conner says, "Students must become independent learners."

"It's the only way for students to survive," she adds, "the only way they'll be able to retrain themselves after they leave the Institute."

Another change has been faculty members' levels of expectations from students. Teachers typically are demanding more from students—the thinking being

that the higher the expectations, the greater the students' accomplishments.

If expectations of students are constantly increasing, then the same is true for faculty members, and their ability to perform effectively in the classroom. Part of the reason that teaching at NTID is better than it was 20 years ago is simply that faculty members are more experienced.

While most faculty members hired during NTID's early years had a great deal of technical expertise, few had experience teaching, much less teaching deaf students. Today, the average teacher has 10 years experience at NTID.

"In some cases," says Conner, "we've evolved as much as the students have."

Adds Hazelwood, a 1976 College of Graphic Arts and Photography graduate, who remembers his days as a student when more traditional teaching techniques frequently were used: "We've reached the point now where we are not so concerned with learning the 'basics' of teaching deaf people. We've reached the point where we are efficient enough that we're not afraid to try different things, to brainstorm, to meet the challenges."

While faculty members have come to a better understanding of what constitutes good teaching, they've also come to realize that there is no one "best" answer in education.

"A change in the field of education and at NTID is that we're no longer trying to find only one way to teach students," says Dr. Barbara McKee, chairperson of the Department of Educational Research and Development. "We realize that there are no easy answers. Human beings are complex and they learn differently under different conditions."

Although there may not be one best way to teach deaf students, NTID faculty members will continue to examine effective classroom strategies and ways to ensure that deaf graduates are valuable employees in technical areas and are prepared to contribute to society at all levels.

And as long as there are teachers like Slutzky, who says, "Put me in the classroom—that's where I want to die," NTID should have no problem remaining a bright spot for American education.



Experiential learning Top, Dr. Karen Conner, assistant chairperson in the Business Occupations Department, explains a word processing procedure to a student; bottom, David Hazelwood, instructor in the Photo/Media Technologies Department, shows Bradley Hammond and Heidi Smith, both second-year students, how to operate a photo enlarger.



Green thumb Attorney Robert Silber enjoys gardening and developing bonsai.

bonsai Barrister

by Jean Ingham

Robert Silber holds court at the National Captioning Institute

While recruiting students, NTID's Career Outreach and Admissions Department often uses the phrase, "This is the Place Where You Will Grow." For Robert Silber, a 1977 RIT Social Work graduate, this certainly was the case.

"My parents often refer to NTID as my place to grow," he says. "And I did grow at NTID."

Silber and his sister, Suzanne, who also is deaf, attended public schools as children because, as their father, Stanley, says, "The world is not the most loving place. It was important for them to

realize what they needed to know to live in a society of hearing people."

As a result, when Silber arrived at NTID in 1973, he had little experience with deaf culture. "I soon learned a lot socially and vocationally about being with people who are like me," he says.

Gail Rothman, chairperson of Visual Communication Careers Counseling Services who was Silber's counselor, says, "For a young person with no previous experience with deaf culture, he grew tremendously."

She remembers Silber as bright, impatient, and enthusiastic. "Bob overcame a

lack of self-confidence," she says. "Working hard on his social and personal interaction skills, he became a leader instead of a follower."

While at RIT, Silber pushed to integrate deaf and hearing students by working diligently on the residence halls policy committee and the social task force for the Summer Vestibule Program (SVP), NTID's orientation program for new students.

When Silber arrived on campus, not only did he have little experience with deaf culture, he also was undecided about a career because of his many interests.

Diagnosed as deaf at age 3, Silber was a curious child who enjoyed exploring his world, says his mother, Charlotte. "If he saw a mountain," she says, "he'd be climbing it before you could tell him not to."

As a child, says Silber's father, he was interested in many things—science, nature, animals, people. "He was always ready to help someone."

But it was Silber who sought career help when he arrived at NTID. He thought he might like to be a veterinarian or perhaps a social worker like his parents. During SVP, he took a career test.

He laughs "loud and long" when he recalls that his testing showed a "talent" to become a funeral director.

"Of course," he says with a smirk, "it is a down-to-earth profession and I'd always have clients."

Instead, he chose social work. Betty Toney, associate professor on the Social Work Support Team, remembers Silber fondly.

"He was one of the first deaf students in the program," she says. "Coming from a basically hearing environment, he experienced culture shock, but it was a positive experience."

Silber chose social work for two reasons. It would provide him the opportunity to work one-on-one with people like himself in need of support and he would follow in his parents' footsteps.

After graduating in 1977, however, Silber began to question this career decision.

"Social work," Silber says, "deals with variables over which a practitioner has limited control. Everyone has their own unique circumstances and ways of dealing with problems. I felt I'd be more effective working at something that allowed me more control over my efforts to help."

Still motivated by his desire to work for deaf people, he turned to law. He feels there is a need for deaf lawyers, "but the economics involved need to be addressed." Silber believes that deaf law students don't get adequate financial assistance and that those who graduate may not be able to find enough clients to support a private practice.

With some help from the Virginia State Vocational Rehabilitation Department and a student loan, Silber studied law at Antioch University in Washington, D.C., and graduated with a juris doctor degree in 1980.

"Law school was intense," Silber recalls. "I learned to pay even greater attention to details. There was an increased focus on what you were studying."

He expanded his communication skills while writing and developing briefs. And, he says, as in any graduate program, he did a lot of reading and writing. This meant a great deal more studying. "At RIT you had a chance to relax. Law school required more time devoted to studying."

He regrets that he didn't work harder on his writing at RIT. He feels it is important for students to find ways to review and improve their writing and person-to-person communication skills. He recommends keeping a journal that is reviewed by an instructor. Another suggestion is for students to actively take part in writing for student newspapers that are critiqued by advisors. Similarly, they should become involved with student organizations to improve their personal communication skills.

After law school, Silber wanted to work in the deaf community. Although he considered private practice, he chose to work for a firm instead because, "I realized I'm more productive when others handle matters not related to legal advice, such as managing financial appropriations."

As corporate attorney for the National Captioning Institute (NCI) for the past seven years, Silber handles most of the firm's legal matters.

NCI's mission is to assist deaf people to better understand what is going on in the world today. In this capacity, NCI captions television programs.

Silber reviews, advises, and manages the legal affairs related to NCI's technological efforts.

"Most of my daily work is abstract," he says.

To counteract this, Silber dabbles in electronics and other activities in his spare time.

While at RIT, Silber worked to expand facilities in NTID's Instructional Television and Media Services Department by pulling cables and setting up equipment.

This sparked an interest in electronics and he began to read more about it. As a result, on his own time at home, he developed a neck loop for deaf people to use in theaters, while watching television, or at seminars.

"It isn't a new concept," he says modestly, "just a modified adaptation of a similar loop. Most loops have a single strand of wire; mine has multiple strands to provide a stronger magnetic field. But I had to abandon production because it is too expensive to develop at this time in my career."

Aware of his interest in electronic experimentation, John Ball, president of NCI, recently assigned Silber to a project that will merge the technologies of captioning with assistive listening devices (e.g. FM and loop systems).



Strategy session Silber, right, discusses a project with John Ball, president of the National Captioning Institute.

"According to research, children assimilate information faster and retain more when they both see and hear it," Ball says. "This new project will synchronize captioning to audio on a videotape enabling school children to see the tape, hear the amplified sound, and read the captions simultaneously."

In addition to his electronics hobby, Silber enjoys developing bonsai (miniature trees), gardening, cooking Far Eastern foods, traveling, and reading.

Silber vividly remembers the first time he encountered bonsai in the Brooklyn Botanical Gardens. He was about 10 years old.

"I was captivated by it—even picked up a 'how-to' booklet on it," he says. "The fascination sat in the back of my mind until after I finished law school."

Because bonsai require a large commitment of time and effort, he keeps only three now—although he has had as many as seven. He explains that he needs time for other activities, including his gardening.

On his condominium balcony in Silver Spring, Maryland, he has created a container garden. At a Philadelphia garden show a few years ago, he learned how to section off the balcony to give each plant the best light.

"Last year was the 'Year of Pesto,'" he says, "I grew 14 different varieties of basil. Those that I liked, I made into pesto sauce."

Before that came the "Year of the Watermelon," and this year will be the "Year of the Cherry." Silber has planted a dwarf cherry tree and, using his bonsai experience, trained the branches to hang over the balcony to get the proper light.

The future holds a "bumper cherry crop, I hope," says Silber, "and possibly a degree in electrical engineering."

He's been considering the engineering degree for some time since he'd like to become a patent attorney.

If he goes back to school, Silber says, he will return to RIT. "People there care about you. They're keen on helping."



HELLO, NEW YORK RELAY HERE, GA

by Lynne Bohlman

Albert Hlibok, a construction cost consultant in Flushing, New York, was able to allay a client's financial worries by phone last week.

Susan Foster, a research associate at NTID, recently called and invited a deaf friend to her home for the evening.

Paul Taylor, associate professor in Data Processing at NTID, spoke to his daughter at New York University at 11:15 p.m.

These accomplishments may sound mundane to most telephone users, but for people who are speech and hearing impaired, as well as hearing people who interact with members of the deaf community, this kind of telephone contact has been consistently available in New York only since the establishment January 1 of the 24-hour, 365-days-a-year, statewide New York Relay Service.

Since then, says Hlibok, first vice president of the Empire State Association for the Deaf, New York's 17 million telephone users, and particularly its 20,000 TDD (telecommunication device for the deaf) users, have been able to communicate free from "communication oppression."

The relay service, operated by AT&T for the 41 telephone companies in New York state, has its headquarters in Clifton Park, about 15 miles north of Albany. There, approximately 100 communication assistants provide the link that enables TDD and non-TDD users across the state to communicate with each other.

By dialing 1-800-662-1220, a TDD user or someone using a personal computer is connected to the relay operator's System 85 video display terminal.

Callers type their phone number and the name and number of the party they wish to contact. Using an outside telephone line, the operator contacts that person conveying the message that a call has been received from the initial party. The operator then relays conversation, almost simultaneously as it is typed or spoken, between the TDD caller and non-TDD receiver.

Non-TDD users contact the relay service by dialing 1-800-421-1220. Billing is determined from origin point of the call to destination point, not distance from Clifton Park, and normal toll reductions for TDD calls are applicable.

For hearing- and speech-impaired New Yorkers, the relay service is more than a communication link—it is a means of independence. No longer is there a need to rely on hearing children or friends or overworked regional relay services to maintain direct contact with business associates and distant family members. Now, they are self-reliant.

Realizing the necessity of the service, the hearing-impaired community worked along with the New York State Public Service Commission (PSC), the 41 state telephone companies, and AT&T to get the statewide service established.

It was obvious that a statewide relay was needed, says Paul Smith, deputy advocate in the New York State Office of the Advocate for the Disabled (NYSOAD), because many areas in the state had no such regional service and existing relays were unable to handle the volume of calls.

In 1987, a two-week study conducted by Rochester Telephone Corporation

1-800-662-1220 TDD

for Hi-Line, Rochester's relay service, showed that 18,000 calls were missed during weekdays because the service was busy, says Susan Martin, Hi-Line supervisor.

Hi-Line, operated by the Monroe County Association for Hearing Impaired People, has limited hours of service and, Martin says, handles 13,000 calls a month, about 20 percent of those trying to get through.

Rather than respond "piecemeal" to the problem, Smith says, the NYSOAD "decided to shoot for the moon."

The catalyst in making statewide relay service a reality occurred nearly five years ago when Dr. Frances Berko, director of the NYSOAD, wrote a letter to the PSC requesting that establishment of such a service be considered a priority.

The PSC, which regulates all public utilities in the state, responded to Berko's letter by soliciting public comments, but then the issue seemed to lose momentum—that is, until Taylor and Patricia Lago-Avery, assistant professor and career development counselor in NTID's Department of Business Counseling Services, got involved.



Opening doors Among those attending the New York Relay Service's open house in Clifton Park in December were from left to right, front row: Kim Brown; Cheryl Graham, manager of New York Relay; Jacqueline Schertz; Sally Taylor; and Edward Lord. In the back row are Dr. T. Alan Hurwitz, Paul Taylor, Scott DeLoach, Robert Cagle, and Chris Felso.

Taylor had experience with telecommunications for deaf people and in setting up relay services.

He first became interested in telephone communication for deaf people when he viewed Bell Telephone's Picturephone, the first black-and-white picture telephone, during the 1964-65 World's Fair in New York City.

A few years later, Taylor became involved with the Teletypewriters for the Deaf (TTYs) Distribution Committee, selling and installing TTYs and modems throughout the Midwest. In 1970, he helped establish one of the country's first regional relay services in St. Louis, where he lived.

"It was a labor of love," Taylor says, explaining why he got involved in the distribution project and, almost 20 years later, in establishing a state relay in New York.

"All my life," he says, "I had been unable to use the phone, until the development of the TTY. I wanted other people to enjoy and use it as much as I did. I wanted other people to have the same opportunity."

During 1985, Taylor and Lago-Avery met several times with representatives

of the PSC and, with other deaf leaders throughout the state, encouraged the deaf community to write letters supporting the relay service.

Letters received by the PSC contained terms like "vital," "desperate," "urgent," "independence," "now," "24 hours a day," and "full accessibility."

"The deaf community made us aware of how important the telephone system is and how woefully inadequate it was," says Kathleen Woods, senior policy and compliance analyst with the PSC.

Near the end of 1985, the PSC established an advisory board, whose members included representatives from the deaf community, telephone companies, and the PSC, to study the feasibility of a statewide relay service. In addition, public hearings were held in New York City, Albany, and Rochester. During the Rochester hearing in January 1987, 52 people spoke in favor of the relay service.

"I have hearing-impaired friends and their friendship means a lot to me," said Foster at the hearing. "When I want to call them up at night or get together with them, I can't do that and it's very frustrating. Sometimes they call me and I know there are sounds on the other

end of the line. I know they have tried to reach me and maybe I have forgotten to bring home my TDD, and I feel lousy. It hurts my friendships."

Hearing and deaf people from as far away as Buffalo and Niagara Falls as well as a number of others from NTID also spoke.

Warren Goldmann, associate professor in the Department of Science/Engineering Support, said in part: "I have been able to use Hi-Line, but like all of you, I've experienced the same kind of frustration not being able to get through when I really need to. The point I would like to make here is that it is a very strong feeling of dependency that I would like to get rid of. I want to have the freedom to make calls accurately anytime that I need to, which is part of my job. It is very important for me to be self-sufficient and independent."

Goldmann also recalled being passed over for a production engineer's job two decades ago "because I could not use the phone. What I am saying is that having a really dependable 24-hour relay service is critically important to me as well as to other hearing-impaired people. It's sensible. It can open up jobs for hearing-impaired people that do not now exist."

As the interested parties discussed the particulars about operation of the service, perhaps the most heated debate centered on whose responsibility the relay should be.

One philosophy holds that since a relay service fulfills the needs of people who are disabled, it should be run by human service organizations. Relay services in Virginia, Washington, Maryland, and Arizona are run by such agencies.

Another philosophy states that a relay is an integral part of telephone service and therefore should be run by telephone companies, as in California and Illinois.

"A telephone is useless to me without a relay service," says Taylor. "A working telephone to me is defined as a telephone plus a TDD plus a relay service. So, the relay should be the telephone companies' responsibility."

Many agree with Taylor, because they feel that operation by telephone companies ensures better service and a stable source of funding.

While many telephone companies expressed a desire to provide the service deaf people wanted, it was the PSC that assumed a leadership role.

"Good intentions don't ensure anything," Woods says. "Rather than rely on the goodwill of telephone companies, the PSC has the power to require local companies to provide such a service."

The PSC did just that May 6, 1988, making the relay part of the telephone companies' normal operating expenses.

In August, New York's telephone companies signed a contract with AT&T, the only long-distance carrier to express an interest in running the relay.

AT&T has total responsibility for operation of the service, including set up, implementation, obtaining and maintaining equipment and facilities, and hiring and training operators.

"Our goal," says Cheryl Graham, New York Relay Service manager, "is to provide equivalent service to those who are hearing and speech impaired as is provided to hearing consumers. We're confident we can offer high-quality customer service."

AT&T also operates the nation's first statewide relay, which began in California in January 1987. In April, AT&T will establish its third statewide relay in Alabama. Nationwide, about 24 states have or are looking into establishing relay services.

Many lessons were learned from California's experience, says Carmen Lopez, headquarters product manager for AT&T's Dual Party Relay System, and so New York's system is somewhat different. For example, AT&T now is aware that forecasting caller volume is difficult. California's Dual Party Relay System initially expected 50,000 calls a month; the actual number quickly reached 200,000.

Flexibility for such growth has been built into New York's system, Lopez says. More staff is expected to be hired next year and the facility allows for expansion. During this first year, 100,000 calls a month are expected; next year, 126,000.

AT&T also is making a greater effort in New York to involve the deaf community by including deaf representatives on its nine-member advisory board.

"We need to know what is expected of us," Lopez says. "We want the involvement of the deaf community."

One thing the deaf community wants is access to an interstate relay service. Taylor, in his role as chairperson of the Telephone Relay Committee for Telecommunications for the Deaf, Inc., is working with others to establish a national relay service that would provide interstate communication.

Currently, Congress and the Federal Communications Commission (FCC) are exploring the possibility of establishing such a relay and of making all federal government agencies and departments completely TDD-accessible.

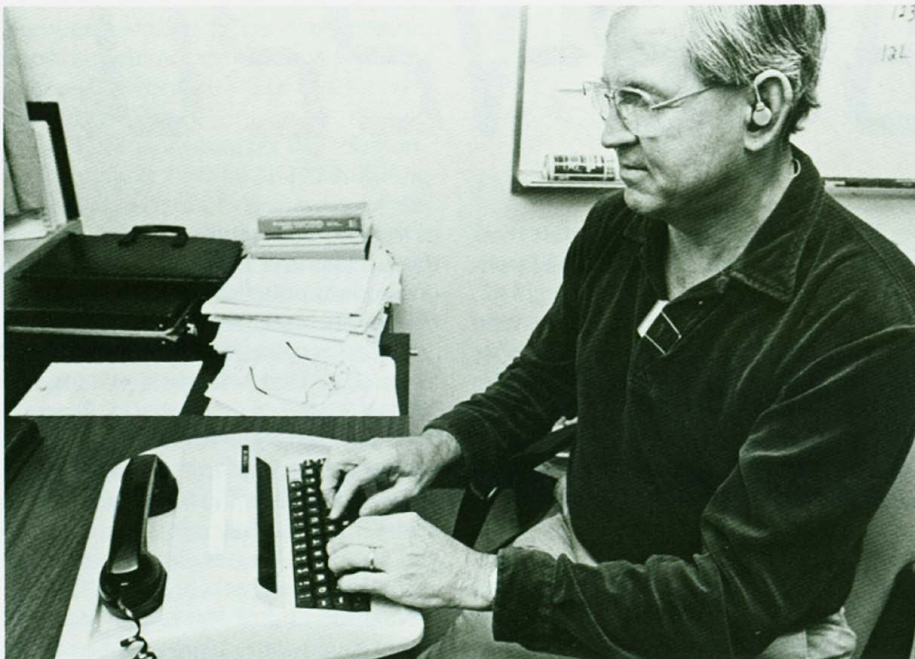
The Federal Telecommunication Act for the Hearing Impaired, passed by the Senate in August and the House of Representatives in October, provides for direct communication through TDDs for hearing-impaired citizens wishing to contact the federal government and for hearing-impaired government employees, says Mark Buse, staff assistant to Sen. John McCain of Arizona, who authored the bill.

After Taylor and other deaf leaders testified before a Senate subcommittee last summer, Buse says, provisions requiring the FCC to explore and report on the possibility of a national relay were added to the bill. The FCC's report must be completed this summer.

With the establishment of a national relay service, which Taylor predicts will happen by 1991, perhaps New Yorkers' freedom from "communication oppression" will spread to all of America's 65 million telephone subscribers and 22 million hearing-impaired people.



1-800-421-1220
VOICE



Hello... Taylor, associate professor in NTID's Data Processing Department, takes a call in his office.

Putting Stock in an NTID E D U C A T I O N

Investment delivers long-term returns

by Susan Cergol

Two years ago, for the first time in its 20-year history, NTID asked alumni, faculty and staff members, and members of the National Advisory Group to contribute to the financial success of the Institute.

Originally funded entirely by federal dollars, the Institute was provided an opportunity to attract support from private sources when, in 1986, the government established the NTID Federal Endowment Matching Grant Program.

Through this program, the government matches each gift made to an endowed fund at NTID, the principal of which is invested and only the interest is spent for specific needs. Simply stated, this allows for an additional annual federal appropriation of up to \$1 million for NTID—matching whatever the Institute raises for endowed funds.

“This was a great incentive for NTID to advance its fund-raising endeavor,” says Michael Catillaz, who was named development officer for NTID in the spring of 1987. “My task is to create a comprehensive fund-raising program for this college of RIT, with an emphasis on long-term goals and objectives.”

These objectives, says Catillaz, focus on the development of mutually beneficial relationships with supporters of NTID, namely alumni, faculty and staff members, parents of NTID students, corporations, foundations, and friends of the Institute.

One of the first steps taken to accomplish this task was the creation of a scholarship fund through which potential supporters could contribute to the Institute. Thanks to a \$10,000 anonymous donation in 1987, the Robert F Panara Scholarship Fund was established to fill that need.

Named in recognition of the educational contributions of Professor Emeritus Robert Panara, the fund provides scholarships for deaf RIT students in good academic standing who demonstrate the need for financial assistance.

The first four students to receive scholarship money from this fund were named last November. They are: Bridget Connolly, a Graphic Design student from

Closter, New Jersey; Jay Jezerski, from Pittsburgh, Pennsylvania, who is studying Printing Production Technology; Mavis Lurwick, a Social Work student from Rochester, New York; and Randy McDonald, an Optical Finishing Technology student, also from Rochester.

This marked the first time the community was asked to invest financially in NTID, and the response was overwhelmingly supportive. So far, more than \$75,000 has been contributed to this fund.

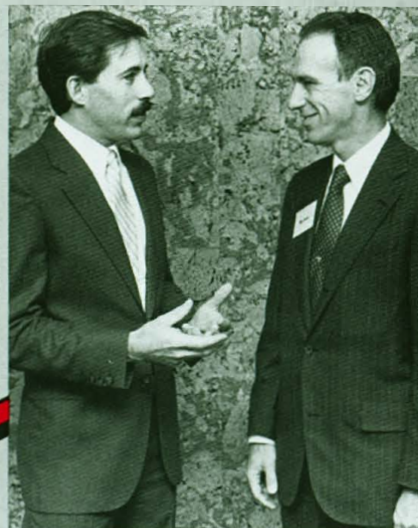
Under the leadership of Jeanne Sheffer Behm, a 1981 RIT Accounting graduate and current member of NTID's National Advisory Group who coordinated the solicitation of alumni nationwide, more than 13 percent of NTID's graduates invested in the fund that first year.

This is a positive result, says Catillaz, considering that the national average for all colleges is approximately 20 percent.

“Our graduates must know that they are an integral part of our future,” says Dr. William Castle, director of NTID and vice president for Government Relations for RIT. “I personally am delighted to see so many participate in our effort to increase student scholarships.”

NTID faculty and staff members also have contributed wholeheartedly to this fund. “This is an important barometer of the character of NTID,” says Catillaz.

Developing mutually beneficial relationships Michael Catillaz, development officer for NTID, left, talks with R. Max Gould, division executive with Citibank, N.A., and a member of NTID's National Advisory Group (NAG).



"Many corporations and foundations, when approached for contributions, will ask, 'Do your faculty and staff members invest in their own institution?'" he explains. "The answer is, 'Yes, we believe in the work we do here.'"

Another important factor in the success of the Institute's development program are parents of NTID students. According to Catillaz, 55 percent of parents pledged support to the Institute through the Panara Fund—a figure that indicates they contribute at a far greater rate than parents nationally.

"Parents of deaf students seem to have a greater commitment to education," says Catillaz. "They understand the value of NTID's programs and services and are strong supporters of the college.

"In addition," he says, "many parents in key professional positions have come forward to identify fund-raising opportunities for NTID and to assist in developing relationships between the Institute and business and industry."

R. Max Gould, division executive of Citibank, N. A., and also a member of the National Advisory Group, illustrates this point. Gould, whose twin sons attended NTID, played a critical role in developing a beneficial relationship between his employer and the Institute, resulting in a significant financial investment in NTID last fall.

"As a parent of NTID students, I became aware of the high quality academic programs the Institute offers," says Gould. "In my corporate role, I recognized the potential benefits for Citibank."

"It is a 'triple-win' situation," he says. "NTID benefits financially and thereby is able to continue providing excellent academic programs for deaf students; Citicorp/Citibank benefits with qualified, potential new employees; and individual students are helped to achieve their full potential."

Thanks to Gould's involvement, Citicorp/Citibank donated \$60,000 to establish an endowed scholarship fund for students enrolled in NTID's School of Business Careers.

The first four students to receive this scholarship money are: Carolyn Betz, from Amherst, New York; Mitchell Bilker, from Broomall, Pennsylvania; Michael Skjeveland, from Faribault, Minnesota; and Kathleen Szczepanek, from Albany, New York, all of whom were recognized last September for their academic excellence.

"Max Gould was willing to serve as an ambassador for the Institute," says Catillaz. "This type of volunteerism is essential for educating the community about the purpose and accomplishments of NTID. This advocacy is vital to the success of the development program."

Another such volunteer is Elaine P. Wilson, one of Rochester's most generous philanthropists. Wilson, who serves on more than a dozen area boards and has donated millions of dollars to the community, acted as honorary chairperson for last April's Gala Evening of the Arts.

The gala, NTID's first fund-raising event, celebrated the accomplishments of deaf people in the creative arts. More than 300 guests enjoyed a theater performance and viewed the juried "20th

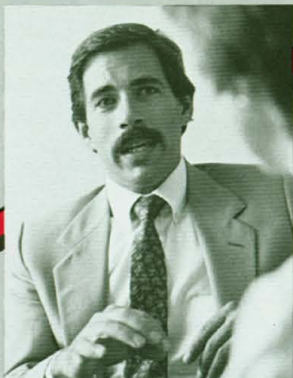
"Elaine Wilson is a significant figure in the Rochester community, and is recognized for her support of the arts," says Thomas Raco, assistant dean and director of the School of Visual Communication Careers who coordinated the art exhibition. "Her leadership added recognition to the event and its fund-raising potential."

In addition to the Elaine P. Wilson 20th Anniversary Award of Excellence, merit awards were presented to five artists in recognition of contributions made to the Institute by Edward and Mildred Cruickshank, Arnold and Frances Daulton, Robert and Joanne Gianniny, Leland and Darol Nance, and Milton and Ray Ohringer.

Proceeds from the gala were used for scholarships for students in the visual and performing arts. "Pursuing a career in the arts is an expensive endeavor," says Raco. "By reducing the financial burden, this kind of scholarship money encourages students to take more seriously their inquiry into such a career.

"In addition," he says, "it highlights the importance of the arts for deaf people and recognizes their accomplishments."

Catillaz believes scholarship funds are essential for the continued success of the Institute. The average cost to students for an education at NTID is approximately \$8,100, while the average financial aid package is approximately



In the past, the corporation has hired NTID students for co-op experiences and graduates for permanent positions. Gould believes that, by investing in NTID, Citicorp/Citibank will find more potential employees from the pool of qualified graduates.

Anniversary Alumni Art Exhibit," featuring works by deaf alumni of three of RIT's colleges—NTID's School of Visual Communication Careers and the Colleges of Fine and Applied Arts and Graphic Arts and Photography.

Contributing to education Left, Catillaz; above, Michael Skjeveland, Mitchell Bilker, Kathleen Szczepanek, and Carolyn Betz, the first four students to receive a Citicorp/Citibank scholarship, at the award ceremony last September; right, retired Gen. Stuart Sherman, the National Advisory Group member who led the Robert F. Panara Scholarship Fund drive on behalf of NAG, chats with NTID Director William Castle, and far right, Gould.

\$4,100. Consequently, most students come to the Institute in need of additional financial assistance.

"This is significant because the student who can't afford to attend NTID cannot simply select an alternative college that will offer a comparable academic experience," explains Catillaz. "It is important that NTID be accessible to all interested and qualified deaf students."

According to Dr. James DeCaro, dean of NTID, support particularly is needed for minority students and for female students in non-traditional programs.

"I would like to see more scholarship money available for young people who historically have been underrepresented in our student population," he says.

Corporate contributions to the Institute, in the form of scholarship money and equipment donations, totaled \$216,000 in 1987-88. Corporations that donated equipment to the Institute during that time include Apple Computer, Inc.; Citibank; Eastman Kodak Co.; Hewlett-Packard; Kreonite, Inc.; and Letraset, Inc.



Up-to-date technical equipment by which NTID students learn their trades is a critical area of need for the Institute, says DeCaro.

"Given the federal budgetary restrictions that are imposed as a result of fiscal austerity," he says, "NTID hasn't been able to make the kind of investments in equipment for instructional use that are required."

Dr. Christine Licata, assistant dean and director of the School of Business Careers, emphasizes the importance of this type of contribution.

"Equipment donations enable us to broaden the educational experiences available to our students," she says. "Students benefit from a greater sampling of the available technology, and therefore are better prepared to enter the marketplace upon graduation."

Access to the latest technology is one of the many reasons NTID graduates are successful in the marketplace.

"NTID closes the earning gap for deaf people," says Catillaz. "While deaf high school graduates statistically earn 65 percent of what their hearing peers do, NTID graduates leaving RIT with a bachelor's degree earn 93 percent. This says that the people who work at the Institute know what they're doing—and that the program is successful."

DeCaro believes this is evidence that the Institute is reaching its goal to offer young deaf men and women a carefully planned college experience that leads them to successful careers and rewarding lives.

"By having excellent academic programs, quality faculty members, and graduates who can enter and succeed in the workplace," he says, "we are able to attract the attention of potential investors. The key to our successful fund raising has been the quality of our work."

Perhaps the most important group of the Institute's supporters are friends—individuals who independently are interested in and committed to NTID's purpose.



underway to establish endowed chairs, or professorships, that would require financial contributions of \$1 million to support specialized faculty positions. This money would give the Institute leverage to attract people with high academic credentials who are capable of making significant contributions to NTID.

"Research indicates that young deaf men and women respond positively to role models," says Catillaz. "NTID looks ahead to increased involvement by accomplished deaf individuals through the Special Speaker Series, lectureships, and professorships."

As the Institute continues to strive for excellence in educating deaf students, Catillaz will continue to spread the good news by developing positive relationships with the community.

"These relationships are part of our future, and will lead to greater opportunities for our graduates," he says.

"What it boils down to," adds DeCaro, "is people working together to meet shared needs and goals; people helping other people."

"No group is more important to the future of the Institute's development program than the friends of NTID," says Catillaz. "They recognize the important social value of the Institute, and want to invest in the future of young deaf men and women. Many do so through outright gifts, and many more through bequests and planned giving."

This last point, says Catillaz, is important. "Many people cannot donate a large sum of money, but are able to will part of their estate to NTID, which comes to the college upon their death," he explains. "We have received important gifts in this way that have significantly extended educational opportunities for our students."

The future of NTID's development program looks promising. Plans are

DEMO

HURDLE

at a time

by Jean Ingham

Even Olympic track and field stars could take a few lessons about clearing hurdles from Timothy Johnston, a fourth-year student in RIT's Computer Engineering Technology program. Johnston has conquered physical and emotional hurdles that would rival acquiring an Olympic gold medal.

Deafness is hereditary in Johnston's family—his parents and younger sister, Michelle, a second-year student in RIT's College of Fine and Applied Arts, are deaf.

"We are a close family," says Michelle. "Tim and I did all the usual things brothers and sisters do, including building clubhouses and fighting like cats and dogs."

Michelle lost her hearing at age 2, but attended regular public schools. Tim, on the other hand, was profoundly deaf, and so attended elementary schools that had special programs for deaf students.

While in high school, Johnston was fortunate to have interpreters and tutors for his mainstreamed classes.

When he was 14 years old, a freak accident changed Johnston's life. While visiting a recreation center near Traverse City, Michigan, with his family, Johnston was hit by a runaway sled that approached very fast behind him on an Alpine Slide.

His father was the only witness to the accident. Johnston apparently was hit in the head by the knee or elbow of the person riding the runaway sled. At first, Johnston only complained that his head hurt; but several minutes later, he passed out.

Johnston was rushed to a hospital, where he underwent head surgery and remained in a coma for two weeks. Doctors were not sure how much damage internal bleeding might have done to his brain or vision.

His mother, Kathleen, says, "Thanks to the skill of the surgeons and with the help of prayers from family and friends, Tim survived."

Johnston faced another hurdle when he came out of the coma. Although he recognized his family, he was paralyzed on his left side and had lost mobility. He could not feed himself, nor could he walk.

"He was like a baby," says his sister. "But he was determined to be like he had been before the accident."

Johnston is a fighter. During a therapy session only three weeks after the accident, he took his first slow, hesitant steps. He was on his way to recovery.

"It was the greatest and happiest moment of my life to hear the surgeon tell me that Tim would function normally," his mother says.

The traumatic experience did not keep Johnston out of West Hills Junior High School in Bloomfield, Michigan. Eight weeks after the accident, Johnston began the fall term. He struggled to maintain his scholastic standing, and concentrated on his favorite subjects—social studies, mathematics, and science.

Anne Rosenbloom, counselor at Lahser High School, in Bloomfield, Michigan, remembers Johnston as family and goal oriented.



Johnston and Johnston Timothy
Johnston and his sister, Michelle.

"Academically, he struggled for perfection to the point where his involvement in any outside activities suffered," she says. "He wanted the best grades so he would be accepted at a college."

He feels his proudest accomplishments thus far are two awards that he received when he graduated from high school: one from Phi Beta Kappa for maintaining a high grade point average for four years (he graduated summa cum laude) and a Presidential Academic Fitness Award. The latter was especially meaningful, since Johnston hadn't been allowed to participate in any contact sports.

"I am proud," he says, "because those awards prove that a deaf student can do anything well except hear."

After graduation from Lahser, Johnston cleared his next hurdle—leaving his close-knit family to attend NTID.

He says that the Summer Vestibule Program (SVP), an orientation program for new students, was enjoyable.

"It was a whole month of meeting deaf students from all over the country and making friends," he says. "I was learning to be independent."

His adjustment to independence, however, was frustrating. He missed the opportunity to discuss problems with his family and missed their compassion and support. His parents advised him to be patient and keep going regardless of the obstacles. Their belief in him kept him going.

Johnston remembers the excitement he felt when he was accepted into RIT's Computer Engineering Technology program. Studies, however, proved to be demanding and fast-paced, and social activities were put on hold until he cleared this new hurdle.

Instructors and chairpersons who have worked with Johnston refer to him as hard-working and achievement oriented.

"He's aggressive in working toward his goals, but realizes his limitations," says Thomas Dingman, chairperson of the Computer Engineering Technology Department. "But at times his obsession with perfection is almost detrimental."

Johnston ruefully admits this is true. He says his sister encourages him to "take a walk, meet people, go swimming—to give my brain a rest."

Resting his brain might not be a bad idea, muses Dr. Rosemary Saur, chairperson of the Science and Engineering Support Department. She is half-serious, half-amused, when she explains that Johnston can drive a tutor crazy.



Exterminating "bugs" Johnston, a fourth-year Computer Engineering Technology student, ran quality control checks on new software products at Compuware Corporation in Farmington Hill, Michigan, where he performed his co-op.

"There are times," she says, "when Tim is ahead of a class in assignments. He asks for help and sometimes the tutor can't be of much help because the work hasn't been discussed in class yet. The tutor doesn't know how the instructor will present the material and with what emphasis. At this rate," she continues, "he may soon raise his grade point average from 3.96 to a 4.0."

Saur says Johnston is one of the few students—hearing or deaf—who has received an "A" in the tough computer course, "Data Organization and Management" (called "DOOM" by students).

Johnston first discovered computers in the eighth grade. "I was fascinated by their capabilities," he says. "Of course, I enjoyed playing games most of all—*Oregon Trail* was my favorite."

It is no surprise, then, that Johnston spent his co-op work experience at Compuware Corporation, a computer software manufacturing firm in Farmington Hill, Michigan, where he ran quality control on new software products and performed program maintenance.

Michael Lobsinger, executive vice president of Compuware, says Johnston is the first deaf person the firm has employed. As the father of two deaf children, Lobsinger knows and understands some of the hurdles Johnston must overcome.

"We didn't have a master plan for a deaf employee," Lobsinger says, "but we're not the kind of people who would allow a deaf person to fall into an 'I can't do it' pit."

Lobsinger feels that communication can be a high hurdle for some deaf people.

"Although some of Compuware's employees know sign language, they are not fluent," he says. "Tim made an extra effort to communicate. He made it work by signing, speechreading, and writing."

A future hurdle in Johnston's life includes clarifying his career goals.

"Right now," he says, "I don't know which side of my field to concentrate on—software or hardware—I'd like to continue both. Technology is helping both to grow at a phenomenal rate. Somewhere down the road, I've got to make a choice."

Johnston must make that choice before he graduates in 1991. Then, he says, after he has some work experience in his chosen field, he may return to RIT for a master's degree.

"I live one day at a time," he says. "I'm thankful to have gotten this far."



On a balmy September afternoon, only two days before the start of the XXIV Summer Olympic Games in Seoul, Korea, James Mallory is relaxed.

As hundreds of RIT students in colorful garb flock past a park bench on their way to classes, Mallory stretches his long legs and admits wryly that, if he had his druthers, he wouldn't be here today. Rather, he would be dining on kimshe in Seoul, as a member of the U.S. Olympic kayak team.

Fate, however—in the form of a few hundredths of a second during the Olympic trials—intervened. So Mallory, the 1982 world champion in marathon canoeing and a nationally ranked kayak sprinter as well, instead is focusing his considerable energies on his duties as a tutor and academic advisor in NTID's Department of Science and Engineering Support (DSES).

Mallory always has been focused, even as a youngster. He laughingly recalls how hard he tried to beat his older brother in Boy Scout canoe races. Competitive waters ran deep, even then.

The youngest of five children from a close-knit Irish family, Mallory, a boyish 30, is engaging and articulate, even though training camp expressions such as "bonked" and "goofball" occasionally creep into his vocabulary. His relaxed and humorous outlook on life is admired by his co-workers, who mention his "crazy" sense of humor, good relationship with students, intense concentration, and dedication to NTID's mission.

"Jim never has a bad word to say about anybody," says Sandra Grooms, department secretary.

Dominic Bozzelli, associate professor in DSES, calls Mallory "one of the most promising young faculty members we have."

Concurs Dean James DeCaro: "He's a first-class human being who really cares about students."

It's easy to imagine Mallory shrinking in embarrassment at such praise. He shuns publicity about both his academic and athletic achievements—although a 45-minute conversation is filled with references to running, mountain-bike riding, rollerblading, swimming, basketball, cross-country skiing, soccer, and triathlons.

Instead, this Conneaut, Ohio, native prefers to talk about how, in 1982, he left his job as an electrical engineer at Mobil Chemical Company in Macedon, New York, to join NTID. In addition to his practical experience at Mobil, Mallory brought with him an associate

degree in Electrical Engineering Technology from Kent State University and a bachelor of technology degree in Engineering from RIT—both received with honors. He will finish his master's degree in Computer Science through RIT this spring.

"Jim was no stranger to our area," Bozzelli recalls. "We had known him as an excellent student tutor/notetaker. Even then, there was something special about him. He always has related well to students."

Robert Cagle, who received a bachelor of technology degree in Electrical Engineering Technology in 1988, says of his advisor: "Jim gave me choices on possible careers. I usually saw him a few times a week. Sometimes I talked with him about my classes and my goals. Sometimes we got off the point and talked about other things—like dating. When I needed a tutor, he got one for me. He helped me a lot."

Margaret Hoblit, DSES career development counselor, calls Mallory "one of the most enthusiastic people I know; a real problem solver."

"Jim always makes himself accessible to the students, and he's an avid learner."

So great is Mallory's desire to try new challenges that, in 1982, after winning the World Cup in marathon canoeing, he decided to expand his horizons. Within two years, he was ranked in the Top Ten nationally in both K1 (singles) and K2 (two-man) kayaking. He won the 1,000-meter K1 event for five years straight at New York's Empire State Games. He also won four kayaking medals at the 1986 and '87 Olympic Festivals and was 1983 National Champion in Whitewater Open Canoeing.

Competitive Waters

by Kathleen Smith

World-class athlete is golden at NTID



Tools of the trade Opposite, From February through December, James Mallory, with his 26-pound kayak over his shoulder, treks from his home to the banks of the Genesee River a few blocks away; top, Mallory's cluttered garage is a popular place for area kayakers to store their boats; and bottom, Mallory trades his racing jersey for a shirt and tie when he works with students like Derrick Williams in the Department of Science and Engineering Support.

These feats don't surprise those who know him.

"Jim has been into his kayaking and canoeing for as long as I've known him," says Steven Soiffer, a University of Rochester researcher who has shared Mallory's green stucco home along the Genesee River for the past three years.

"In fact," Soiffer recalls, "when I moved to Rochester and called Jim about an ad for a roommate that he had placed in the paper, he mentioned that he had a pretty tight schedule and suggested that I come over to see his place 'after 11, ... 11 at night. I knew then that we'd get along fine."

"Jim puts his all into everything he does," says Associate Professor Gail Binder. "He doesn't look to others for assistance; he goes after his goals on his own."

Since one of those goals was to make the 1988 U.S. Olympic team, Mallory, in the spring and summer of 1987, loaded his kayak and his homemade bed into his Toyota pickup truck and traveled around the country to race and train.

Along the way, he worked on improving his time and his technique. He then decided to see just how far his talents would take him.

He asked for, and received, a leave of absence from NTID for the 1987 academic year so that he could train full time.

Marie Raman, assistant dean and director of the School of Science and Engineering Careers, notes, "Since I met Jim in 1980, I have known him to be an avid competitor who always did his best at whatever he tried. As his chairperson at the time, I felt strongly that he had a good chance of making the Olympic

team, and that I had to do whatever I could to help him get there."

"We all believed that Jim had the potential to do something exceptional, and we wanted to give him the opportunity for this once-in-a-lifetime experience," agrees Dr. Rosemary Saur, DSES chairperson. "We have an obligation to encourage self-expression in our faculty and staff members, because their successes ultimately reflect positively on the Institute."

After winning the Olympic qualifying regional competition, Mallory headed for the finals in Indianapolis in an effort to be one of 10 men to make the team.

"It was the most pressure I've ever felt," admits the 5'11" Mallory. "I was competing against the top 40 kayak sprint athletes in the country, and some of the best in the world."

An Olympic 500-meter kayak sprint is comparable to an 800-meter footrace—one minute and 50 seconds of "gut-wrenching" controlled movement through a 500-meter course. At 165 pounds, Mallory is well aware that technique is every bit as important as strength and stamina.

He cites U.S. Olympian Greg Barton as a perfect example.

Barton, a friend of Mallory, not only made the team, but returned from Seoul with gold medals in both K1 and K2 1,000-meter events. He did this, according to Mallory, by using "a combination of flawless technique and endless dedication."

Mallory's times on qualifying day were not fast enough to earn him a spot on the team, but he has no regrets and is grateful that NTID gave him the opportunity to try.

"When Jim returned to work after the Olympic trials," recalls Thomas Callaghan, DSES visiting instructor, "I expected to see him a bit 'down.' But when he stopped by my office, he appeared to have recovered and was already moving ahead with other things he had set out to accomplish."

"Jim is quite a model for our students," agrees Raman. "He has shown them how to set goals and strive for quality. And when things don't work out, he has shown them how to accept the blows graciously and move on."

Concurs the ever-gracious Mallory: "NTID will get a lot of good years of service out of me. Now I'll never have to look back and say, 'What if...?'"



A All the World's a Stage

by Susan Cergol

Kelly Reynolds gives the performance of her life

For Kelly Reynolds, the road to independence has taken her across the continental United States, as well as to Australia, Canada, Mexico, and New Zealand.

Reynolds, a 1987 graduate of NTID's Office Technologies program, spent the past year touring with *Up With People*, an international cultural exchange program. Established in the mid-1960s, *Up With People* offers young adults from all over the world a yearlong opportunity for cross-cultural education, on-stage musical performance, community service, and world travel.

The program seemed tailored for Reynolds, who had sung in school choirs and performed with the RIT Dance Company for three years.

"It has so much to offer in terms of reaching out to all kinds of people," says Reynolds. "I wanted to learn about different cultures, and I wanted to expose the world to deaf culture."

Reynolds learned about the program in the spring of 1987, while she was a student at NTID. Interested in interviewing deaf students for its cast, *Up With People* representatives contacted the Department of Performing Arts for a tour of NTID.

Reynolds expressed an interest in the program through the encouragement of Stefa Zaverucha, then director of the RIT Dance Company.

"Kelly has a professional attitude and is very personable," says Zaverucha, who attributes this largely to Reynolds'

hard work in the company. Comprised of both deaf and hearing students, the RIT Dance Company, under Zaverucha's leadership, held three-hour rehearsals four nights per week and performed before a large audience once each year. It stressed the importance of working together in a spirit of mutual respect.

"My goal was to make the company as professional as possible," explains Zaverucha, now artistic director of Stefa Z Dance Company, Inc. "I was confident that Kelly's experience with the RIT Dance Company would help her."

Reynolds was invited to attend an *Up With People* performance at an area high school. "I fell in love with the show," she recalls, "and when they asked me to

interview, I said, 'Yes, without a doubt!' Three weeks later, I was accepted into the cast."

The primary quality that recruiters look for when interviewing applicants, says Cast Director Mark Conzemius, is an open mind and a willingness to explore other cultures and people.

"You can teach someone to sing and dance," he says, "but it's hard to teach someone to have an open attitude."

Cast members must live with approximately 85 host families throughout their year with the program, he adds. "They must be able to give to others and to reach out."

Beth Bowling, cast manager, agrees. "We look for young people who have the ability to express themselves, take initiative to communicate with others, demonstrate leadership ability, and are self-motivated," she says. "Basically, they need to be curious and able to self-direct their own learning."

Reynolds' year with *Up With People* began in January 1988 at the University of Arizona in Tucson, the site of the organization's headquarters. The first month was devoted to learning material, staging the show, and rehearsing.

The show, titled "Time for the Music," is produced entirely by *Up With People* staff members. It incorporates dances and musical pieces in several different languages—including sign language, thanks, in part, to Reynolds.

She performed a piece titled *What Color is God's Skin?*, written by Thomas Wilkes and David Stevenson. "It's a song about the struggle of the races, about why people fight over skin color," Reynolds explains. She signed the song while another cast member sang; the entire cast signed along on the chorus.

In February, the cast embarked on a two-month tour of the Southwestern United States, which included performances in Arizona, Oklahoma, and Texas. This was followed by a month-long tour of Mexico.

Although communication was more difficult for Reynolds—whose ability to speechread was hindered because she does not speak Spanish—her stay in Mexico was one of the more memorable parts of the spring tour.

"I had never seen so much poverty before," she says, "but my host family in Mexico City helped me understand their culture and become more loving toward the Mexican people."

One of the biggest challenges *Up With People* participants face is doing "advance" work. Advance teams go to the next town on the tour several weeks

ahead of the rest of the cast, and working with an established sponsor, make arrangements for host families, meals, and publicity.

"Advance work is a big responsibility," says Bowling, who accompanied the cast throughout the tour. "The advance team, in effect, represents the entire organization to the community."

Reynolds' turn came in June, when she and two other cast members were sent ahead to the town of Longmont, Colorado.

"It was a wonderful opportunity to learn how to communicate with people on my own," she says.



Kelly Reynolds

It also gave her the opportunity to utilize some of the technical skills she had learned in the Office Technologies program at NTID. "The two people I worked with depended heavily on my office and typing skills," explains Reynolds.

Dean Gabroury, promotion representative for *Up With People*, was on the advance team with Reynolds. "Kelly wanted to reach out to the deaf community in Colorado," he says, "as well as to teach other cast members about deafness."

Reynolds contacted the Northern Colorado Center on Deafness in nearby Greeley, to arrange for one of the performances to be sign language interpreted.

"Kelly did a lot of work in preparation for that performance," says Cheryl Lewis-Martinez, director of the center. "She's a

dynamic personality, and definitely possesses the savvy to get things done."

Reynolds borrowed a TDD from the center in order to inform the local deaf community directly about the performance, then worked closely with an interpreter, providing a script and audiotape of the material in the show.

She decided to further utilize the services of the center by coordinating a workshop on deaf awareness, conducted by Lewis-Martinez, for her fellow cast members.

"Afterward, the cast members asked a lot of wonderful questions, which Kelly helped answer," says Lewis-Martinez. "They came away with a heightened awareness of deafness and the difficulties Kelly faces."

Reynolds' first—and only—vacation for the year was in mid-August, when she visited her parents in Little Rock, Arkansas, for two weeks. At the end of that month, the cast left for a four-week tour of Australia, followed by three weeks in New Zealand. Her year with *Up With People* ended December 18, after performances in Oregon, Washington, and Canada.

Although her year with *Up With People* is over, Reynolds' presence in the cast will have far-reaching effects—both on her future and on the organization.

While she was not the first deaf person to perform with *Up With People*—that distinction belongs to Ross Deadwyler, who had been with the cast the previous year and now is a staff member—"Kelly definitely paved the way" for creating better opportunities for deaf people, according to Conzemius.

"Kelly's influence on the group has been tremendous," he says. "From her, we all have learned that differences can be celebrated."

Reynolds, who cherishes her freedom and independence, found the experience rewarding. "*Up With People* has changed me in so many ways," she says. "I have become much more open-minded, and I understand different cultures better. I also have learned to communicate better with hearing people; to deal with my daily frustrations and find ways to communicate."

While Reynolds does not yet have definite plans for the future, the past year certainly helped her identify what is important to her.

"I know one thing for sure," she says. "I would love to get involved with some kind of community service."



Technological Tandem

by Jean Ingham



Rose Hukins Northcutt



Maria Hukins

Sisters share an interest in Medical Laboratory Technology

Beverly Price, associate professor in NTID's Medical Laboratory Technology (MLT) program and MLT education coordinator, believes she has a "first" on her hands—and she's excited.

The sources of her excitement are Rose Hukins Northcutt and Maria Hukins, sisters who have participated in the program. Northcutt, 32, graduated in 1980; Hukins, 25, is a third-year student. The story of these sisters from Louisiana is as unique as their distinction as similarly minded siblings.

They are both outgoing, says their mother, Dru, "but Maria is more emotional. You never know when she is going to run up and hug you."

Northcutt and Hukins are from a family of six children. Their father is a welder whose job sometimes takes him out of state. As a result, the sisters, as youngsters, lived for a few years with their grandparents and aunt, Nellie Kahn, in Sunset, Louisiana.

"Maria was an adorable baby, about 7 months old when she came to live with us," says Kahn. "Rose was about 5 then, just about ready to start school. She was protective of Maria, even at that age."

The protection continues, perhaps because Northcutt is the oldest girl and Hukins is the youngest. Or maybe it is because the two are the only children in the family who are deaf. Whatever the reason, they are friends and confidantes.

Northcutt may have been born deaf, although it wasn't diagnosed until age 7. Hukins became deaf at age 5 after a high fever. As a result, Hukins has well-developed speech, and was able to attend public elementary schools. Those schools, however, did not provide support services.

"The only help I received," Hukins says, "was a special teacher who met with me after school to see if I understood some concepts. School was not the easiest thing in the world for me."

In some ways, Northcutt's experience at the residential Louisiana State School for the Deaf (LSSD) in Baton Rouge, was easier. Living away from one's family for most of the school year might have been difficult for some youngsters, but to Northcutt, LSSD was "a second home."

"In many ways, your second family knows you better than your natural family because you are with them all the time," she says.

Hukins agrees. After the seventh grade, she also attended LSSD and found more parents, brothers, and sisters among classmates and staff members than anyone could imagine.

A former LSSD teacher, Jean Boles, remembers both women as distinct personalities. Northcutt was dependable and conscientious, Hukins "more of the rebel type." Boles attributes this somewhat to Hukins coming from mainstream schools.

"Rose belonged to the prestigious Z Club at school," Boles remembers. "The club was sponsored by the Baton Rouge Zonta Club. The girls who belonged did service work in the school and community—babysitting in the dorms or making Thanksgiving baskets for the needy."

After graduating from LSSD in 1977, Northcutt enrolled in NTID's MLT program because "I always enjoyed science—I got my best grades in it at school."

Her transition to college life was made easier because James Northcutt, a friend from LSSD, also had enrolled. Boles says she remembers well that Northcutt was "sweet on James" for a long time. She wasn't surprised when they got married in 1983.

They settled in Houston, Texas, where Northcutt today is employed as a medical laboratory technician at the Gulf Coast Regional Blood Center. She works directly with blood testing, searching for evidence of diseases such as venereal disease and AIDS. The sophisticated chemical analysis of more than 200,000 donations a year must be done carefully to protect patients who receive blood.

Cheri Suba, Northcutt's supervisor, has known Northcutt for seven years.

"She's a hard worker," Suba says. "We have no problem with communication. Rose speechreads very well. I just have to remember that I can't holler across the room to her."

A year after Northcutt graduated from NTID, Hukins began to contemplate her college options.

After graduating from LSSD in 1981, she studied nursing for two years at Southwest Collegiate Institute for the Deaf in Big Springs, Texas, followed by two years at Lamar University in Beaumont, Texas.

Searching for a change in career direction, Hukins turned to NTID, entering the orientation program during the summer of 1986. She settled on the MLT program. After completing the pre-technical MLT year, she spent the next summer working part time at the Gulf Coast Regional Blood Center where Northcutt is employed.

David Fortenberry, director of laboratory services at the center, says he had no qualms about hiring Hukins.

"I knew I couldn't place Maria in the same department as Rose because she didn't have sufficient technical skills," he reports. "Instead, she worked in the component preparation section—labeling and transferring samples from counter to freezer and other similar, non-technical jobs."

After this experience, Hukins knew she had finally found a satisfying career.

Biology Instructor Lisa Davenport, who serves as advisor to the Medical Laboratory Technicians Club of which Hukins is president, notes, "Maria does well at anything she puts effort into. She just needs to believe in herself a little more."

Price says the MLT program has been restructured since Northcutt graduated, so Hukins is having a slightly different experience than her sister.

When Northcutt was in the program, Price reports, one local hospital provided learning experiences in hematology, microbiology and clinical chemistry. Now, students rotate through three hospitals. In addition, they take a co-op seminar, participate in a co-op workshop that includes hospital administrators, and, of course, spend one quarter in a co-op work experience.

Hukins and Northcutt now share more than just their educational experiences; they also share the same profession. "Rose always has been there to help me," says Hukins. "She can explain how I should do things."

An independent, outgoing, think-for-herself person, Hukins credits Northcutt with teaching her the finer points of independent living—such as how to bargain when buying.

The sisters also have shared living quarters, most recently when Hukins was doing her co-op at the Veteran's Administration Hospital in Houston.

"It was nice," Hukins says. "I could come home and discuss what was happening and get feedback from Rose."

Hukins doesn't plan to return to Texas after she graduates in 1990. She would prefer to look for microbiology laboratory or blood bank work in Colorado, because "I visited once, and fell in love with it."

That's fine with her big sister, Rose. She knows that no matter how far away Maria is, the two will remain fast friends.

FOCUS On...

Paul Seidel

by Vincent Dollard



Paul Seidel's tales of growing up on a farm in upstate New York include 40,000 chickens, a one-room school house, and trips to see the Tanglewood Symphony Orchestra in Massachusetts.

Today, Seidel, 45, senior career opportunities advisor in NTID's National Center on Employment of the Deaf (NCED), professes an unabashed ardor for music, fine arts, and the "great education" he received at the Omi Schoolhouse.

"People think you have to be 70 years old to have received an education like that," he says.

He still plays piano, and recently has begun cello lessons at the Hochstein School of Music in Rochester, New York, where he plays weekly in a quartet.

Seidel speaks fondly of growing up in Ghent, New York. "We were an 'old American' farm family," he says with his trademark enthusiasm.

Seidel, as well as his two older brothers and younger sister, all took music lessons on the "old black clunker of a piano."

Paul, however, showed the most enthusiasm for his lessons. He remembers his teacher, Harold Greenburg, taking him to the Tanglewood Music Festival, where Seidel saw Pierre Montreux conduct the Tanglewood Symphony Orchestra.

"Montreux was about 80 years old at the time and embodied the music of Igor Stravinsky," he says with an almost reverent tone in his voice. "To listen to him was such a thrill. We could tell the orchestra was enthralled with this man."

Such stories pop up frequently while talking with Seidel. His knowledge of classical music is so vast that any topic of conversation might trigger a story involving an obscure composer or symphony. According to his co-workers, one of Seidel's many talents is an ability to relate these stories in an understandable manner to those with limited knowledge of the classics or music in general.

"Paul is such a Renaissance man," says Linda Iacelli, senior career opportunities advisor in NCED. "He doesn't limit himself to a certain type of art or period, and he tells opera stories with so much enthusiasm that people listening to him can't help but become interested."

Seidel readily admits that music and the performing arts have played prominent roles in his life. There have been, however, other influences that shaped his life and led him, in 1979, to NTID.

After high school, Seidel enrolled at Cornell University in Ithaca, New York. His initial course of study was agricultural economics, which, he shrugs, was the only major he considered at that time. He eventually acquired an interest in Cornell's education program and enrolled in that course of study.

"Cornell was a real eye-opener," says Seidel. "I learned that there was another world out there."

It was during this time that Seidel joined the civil rights movement of the 1960s. If Cornell provided a good learning environment, then the civil rights movement helped shape Seidel's future.

"It certainly made a big difference in my life," he says. While he hesitates to tell specific stories about his experiences during the movement, he does mention his parents' concern when he made long bus trips to take part in marches, sometimes in the deep South where civil rights activists were making their most striking impressions.

Upon graduation from Cornell in 1965, Seidel embarked on a career that since has been marked by his empathy for others. He first ventured to Orange City, Florida, to work as a teacher at the Green Valley Summerhillian School.

"Summerhillian was an experimental educational system," says Seidel. "The basic premise was that we had open classrooms and let the kids roam around if they wanted to. And you know what? They still learned quite well."

After six years at Green Valley, Seidel moved to Rochester to continue his education courses at the University of Rochester and began work with the Association for the Blind, now the Association for the Blind and Visually Impaired, as a counselor.

While in Rochester, Seidel learned about NTID and, in 1979, joined the staff as an employment counselor.

Summing up his nine years at NTID, Seidel says simply, "It's been a fun place to work."

His understatement, however, belies his valued reputation at the Institute. Often described as a creative problem solver, Seidel has contributed to a variety of projects that have had a lasting impact.

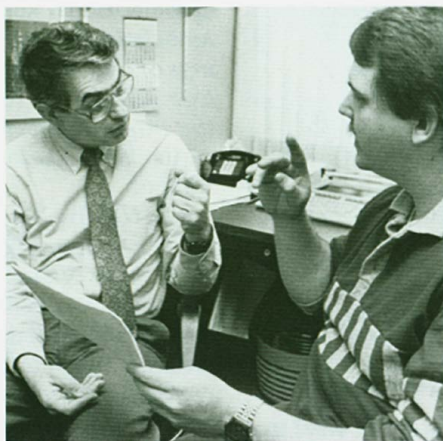
In 1984, he developed the Community Support program, designed to enlist graduates around the country to provide support to other graduates, participate in deaf awareness workshops for employers, or assist in recruiting drives.

Most recently, Seidel was instrumental in the design of a student/employer

data base that NCED now uses to track graduates and maintain up-to-the-minute files on employers.

"He possesses the magical combination," says NCED Manager Elizabeth Ewell, "of being both task *and* people oriented. He can accomplish a tremendous amount of work and is still aware of those around him."

Ewell also notes that Seidel is a "behind-the-scenes" person who lends his creativity to a multitude of projects and rarely takes credit for any of them.



Discussing the future Paul Seidel, senior career opportunities advisor, reviews course offerings with Scott Wise, a first-year Printing Production Technology student.

In spite of the low profile Seidel prefers to keep, he found himself in the limelight at the May 1988 National Advisory Group (NAG) meeting during which he received the NAG Outstanding Service Award, presented each year to faculty and staff members who have made consistent and exceptional contributions to the goals of NTID and to the quality of life for students and colleagues.

Brenda Aron, sign language communication specialist in NTID's Sign Language Communication Department, says that Seidel's rapport with students is well-known throughout the Institute.

"He is not presumptuous," she says. "He genuinely cares and the students can sense that."

Aron, who first met Seidel in 1980, has asked him to be godfather to her oldest child, Marisa, who is 6 years old.

"He has been such a good friend," she says, "I felt that my children would benefit from Paul and his creativity. Last summer he took us to an art museum. I thought the kids would be restless and

bored, but Paul told us about some of the exhibits with such animation that they talked about it for days."

Seidel is quick to dispel any notion that his interests in music and fine art contribute to his widespread reputation for creative problem solving. "There are a lot of creative people who aren't involved with the arts," he says.

Seidel, however, devotes considerable energy to the arts. In addition to his fund-raising activities for the internationally acclaimed Garth Fagan's Bucket Dance Theatre and his honorary membership on the board of directors for GeVa Theatre, a local professional theater, Seidel also is a member of the board of directors of the Aesthetic Education Institute, which seeks to educate young people and their teachers about the fine arts in a manner that is accessible and understandable.

"It is one of the most important artistic endeavors in the Rochester community," he says.

"We start by asking teachers to attend a two-week 'camp' during the summer," says Seidel. "A local artist leads discussions about making the arts accessible to children. Then during the school year, the same artist comes to the classroom and works with the kids."

Seidel feels strongly about dispelling the myths that the arts occupy a lofty status in society. He wants others to share his enthusiasm and to understand that paintings, plays, and music are created for enjoyment; that they are not meant to be intellectually dissected and viewed only by a select group of citizens.

"Shakespeare can be so exciting when you know what's going on," he says. "I don't agree with those who say that they can't enjoy music as much as those who can play Beethoven—that's just a lie."

"There is a big part of life that doesn't have anything to do with making money—the part that feeds your soul."

"It's important," he says. "A painting isn't just a painting, there's much more to it."





"Better Hearing and Speech is More Than Child's Play" NTID staff members joined Surgeon General C. Everett Koop and 7-year-old Timothy Lundy, both of whom are hearing impaired, in Washington, D.C., in December to produce a poster for the Council for Better Hearing and Speech Month. Marcia Dugan, far left, director of NTID's Division of Public Affairs (DPA), is the Council's Steering Committee chairperson. Also pictured, clockwise from Dugan, are Kathleen Smith, also of DPA; and Willard Yates and Robert Iannazzi, both of the Instructional Design and Evaluation Department. The poster will be released later this spring.

Surgeon General Leads Better Hearing and Speech Month Campaign

U.S. Surgeon General C. Everett Koop and 7-year-old Timothy Lundy, of Beaverton, Oregon, have been chosen to lead the national 1989 Council for Better Hearing and Speech Month campaign.

Surgeon General Koop has captured the attention of the American people with his reports on smoking, diet and nutrition, and AIDS. His hearing loss, which has been progressive for more than 10 years, has not affected his highly publicized work to educate the American people about important health issues.

Timothy Lundy, chosen from more than 100 candidates as this year's national poster child, has not let his hearing loss, which was diagnosed when he was 18 months old, deter him from pursuing his favorite hobbies of drawing, music, and basketball.

Together, Koop and Lundy will lead a public information campaign to inform and educate the more than 24 million Americans with communi-

cative disorders about ways that they can get help.

Koop and Lundy will appear together in a television public service announcement and on a poster, both produced by NTID to promote this effort.

Sponsors of the Council for Better Hearing and Speech Month are the Academy of Dispensing Audiologists, Alexander Graham Bell Association for the Deaf, American Academy of Otolaryngology—Head and Neck Surgery, American Association of Retired Persons, American Auditory Society, American Speech-Language-Hearing Association, American Tinnitus Association, Better Hearing Institute, Boys Town Institute for Communication Disorders in Children, Deafness Research Foundation, Delta Zeta Sorority and Foundation, EAR Foundation, Gallaudet University, Hearing Industries Association, House Ear Institute, National Captioning Institute, National Grange, National Hearing Aid Society, National Technical Institute for the Deaf, Psi Iota Xi Sorority, Quota International Foundation, and Sertoma Foundation.

NTID Research Wins Awards

NTID's Office of Postsecondary Career Studies and Institutional Research (OPCSIR) has been busy lately collecting kudos for its innovative research.

The Job Placement Division of the National Rehabilitation Association has selected *Earnings of Hearing-Impaired College Alumni as Reported by the Internal Revenue Service* as its 1988 Research Award Winner.

Written by Dr. William Welsh, research associate, and Dr. Gerard Walter, associate director, both of OPCSIR; and Dorothea Riley of the Internal Revenue Service, the study tracks the earnings of deaf RIT graduates as well as students who withdrew before graduating. The purpose of the study was to document the effect of degree level on the earnings of graduates.

"The significance of this award," says Walter, "is that it recognizes the important role postsecondary education can play in increasing the earning power of deaf people."

"We have learned," he continues, "that deaf RIT graduates earn 93 percent as much as their hearing peers."

The 1988 Research Award was presented November 20, 1988 at the National Rehabilitation Association conference in Reno, Nevada.

In addition, Dr. Susan Foster, research associate in OPCSIR, and Dr. Paula Brown, visiting research associate in NTID's Department of Educational Research and Development, won the 1988 Best Paper Award presented by the American Educational Research Association (AERA) Special Interest Group: Research on Education of Deaf Persons.

The research paper, *Academic and Social Mainstreaming: Deaf Students' Perspectives on Their College Experiences*, was presented at AERA's annual meeting in New Orleans, Louisiana, and was chosen as Best Paper in November 1988.

Foster and Brown conducted in-depth interviews with 20 deaf RIT students in order to study academic and social aspects of a mainstreamed postsecondary education from the students' perspective.



Top Gun Lt. Cmdr. Pierre Thuot, space shuttle astronaut and graduate of the U.S. Naval Test Pilot School featured in the movie Top Gun, spoke to students January 17 about the history and future of the National Aeronautics and Space Administration programs.



Dear Friends of NTID,

Preparing students for enriching careers is something we do well at RIT. Our success is based on a commitment to keep pace with, and even anticipate, changes in technology. The means to achieving this mission is a non-traditional approach to teaching and learning—one that is applied, experiential, and continually evolving.

For RIT's deaf students, the growth in and flexibility of the teaching and learning process is particularly important. After 21 years of teaching deaf students, NTID's faculty members have developed a variety of skills and methods that enable students to shape promising careers. It is through an openness to new ideas, a willingness to use a variety of techniques, and a commitment to teaching that the faculty members featured within this magazine empower students to fulfill their potential.

A handwritten signature in black ink, which appears to read "M. R. Rose". The signature is fluid and cursive, with a long horizontal stroke at the end.

*M. Richard Rose
President*



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James Mallory makes a splash at NTID, and beyond. p. 24.



Photography by David Basbatt