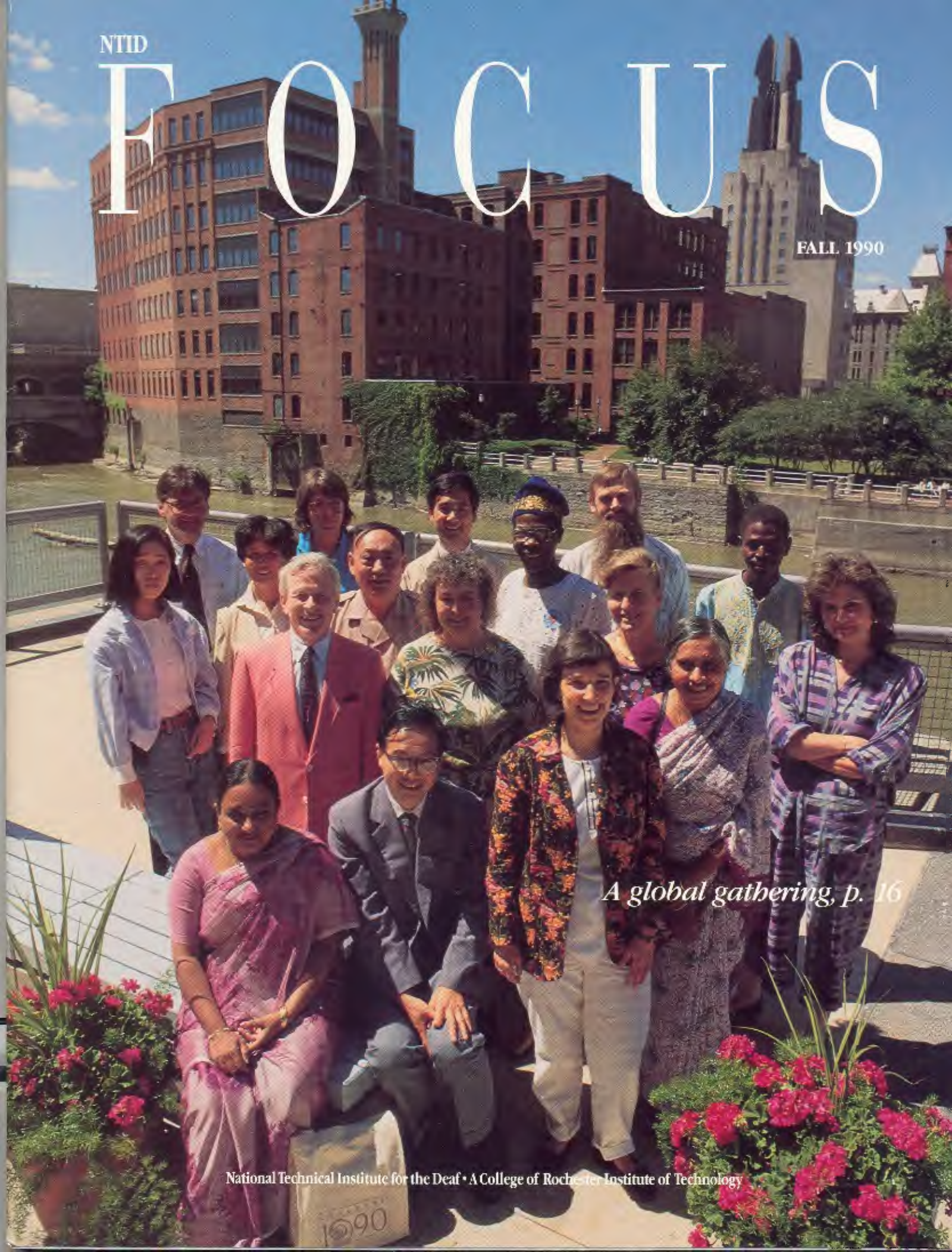


NTID

FOCUS

FALL 1990



A global gathering, p. 16

1990



Let's go fly a kite! Front to back, Summer Vestibule Program resident advisors Dana Hoover of Lincoln City, Oregon; Yin-Yi Ko of Yonkers, New York; and Michelle Johnston of Royal Oak, Michigan, take advantage of a breezy late summer day.

FOCUS

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NTID Alumni Chapter of Washington, D.C.

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About the cover With the Rochester skyline in the background, Dr. William Castle, 17th International Congress on Education of the Deaf secretary-general, director of NTID, and vice president for government relations for RIT, wearing the salmon-colored jacket, poses with Congress participants from nations from around the globe, including Argentina, Canada, China, England, Guinea, India, Italy, Japan, and Nigeria. (Cover photography by Bruce Wang.)

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



A Look Back to the Future:

Congress 1990

It was the largest international gathering ever held in Rochester, New York, attracting people from Argentina to Zimbabwe.

It was the 17th International Congress on Education of the Deaf, held July 29-August 3, and it was, I am happy to report, a grand success.

More than 1,900 participants, exhibitors, interpreters, and volunteers from 69 countries and territories converged on Rochester's Riverside Convention Center for six days of information sharing and gathering, a look to the future of education of deaf people, and an opportunity to mingle internationally.

While meeting old friends and greeting new ones certainly was a large part of the Congress, the exchange of information that occurred formally through more than 400 presentations as well as informally through discussions held in hallways or over breakfast is the primary purpose for holding these international gatherings every five years. These meetings are essential in order to maintain the gains achieved as well as to improve the opportunities available to deaf people worldwide.

Many of the Congress' 1,631 registered participants represented developing nations such as the Dominican Republic, Ghana, Malaysia, Nicaragua, and Singapore. Perhaps it was individuals from developing nations who benefitted most from the technological innovations in computers and assistive devices and the educational ideas and options that were shared throughout the Congress.

All participants gained insight into the roles of spoken and signed languages in education of deaf people, the appropriateness of mainstream and residential schools, and the methods used to serve students with "special needs"—all issues that continue to generate much discussion whenever educators of deaf students gather.

One of the 17th Congress' largest successes was the accessibility it provided. All the technological advances and educational concepts put forward would have been worthless had participants been unable to comprehend the

messengers. Thus, American Sign Language, English, Japanese, and Spanish translation were provided, as needed, for all keynote, plenary, and major concurrent sessions.

Because of this support, provided by more than 80 interpreters and translators, representation by deaf as well as Japanese- and Spanish-speaking people was high. Seventeen percent of Congress participants were deaf. Japan, which sent 145 delegates to Rochester, had the highest representation of any nation other than the United States. Several Spanish-speaking nations, including Mexico (with a 63-member delegation), Peru (21), Argentina (17), and Spain (13), also had sizable representations.

Signed English and oral interpreting also were available for those who desired them. In addition, many deaf groups from other countries brought their own interpreters.

Media support, particularly the provision of real-time graphic display, also enhanced the accessibility of the Congress. Nearly 200 other volunteers helped to make this a well-organized, informative, and fun meeting.

For those who wish to recapture the spirit of the Congress or for those who couldn't attend and want more details about what took place, this issue of *Focus* provides two stories. "International Congress on Education of the Deaf," on page 16, examines the major themes that emerged from the Congress, while "A Cup of Planning plus A Pound of Hard Work plus A Dash of Fun equals Congress 1990," on page 22, takes a look at the efforts undertaken to bring together such a meeting.

Please enjoy this look back at the 17th International Congress on Education of the Deaf and plan to join me for the 18th Congress in 1995 in Tel Aviv, Israel!

William E. Castle

Dr. William E. Castle

DEAF LIFE DEAF LIFE

editor,
publisher,
entrepreneur:

WHAT MOORE?

by Beth M. Pessin



Matthew Moore is not the type of person to wade timidly at the edge of a cold body of water; rather, he jumps in head first. He is known for his seemingly endless store of energy and drive to excel.

At age 31, Moore has a long list of accomplishments—student activist, actor, editor, television producer, and publisher of the national magazine *Deaf Life*.

A 1983 RIT graduate who received a bachelor of science degree in social work, Moore continually channels his energy and puts his ideas into action.

For example, while he was a student, Moore organized and headed the NTID Student Communication Center (SCC), designed to improve communication among students and faculty and staff members at the Institute. The center also provided leadership opportunities for NTID students.

Dr. Jeffrey Porter, assistant dean and director of general education programs at NTID, remembers Moore as having high energy and an uncanny ability to motivate others.

"He had the ability to take an idea, build on it, and make it a reality," Porter says. "Obstacles were challenges for Matthew.

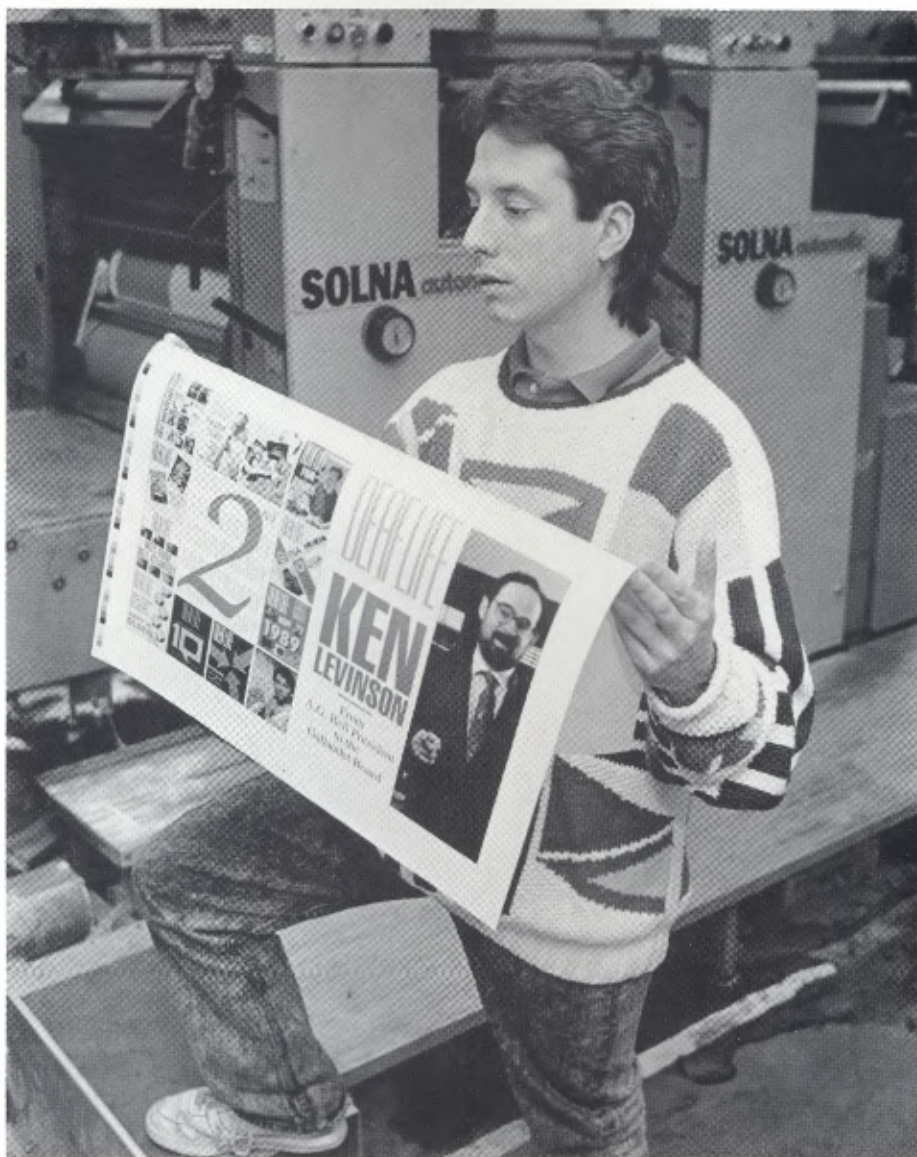
"Matthew is a real entrepreneur," adds Porter. "He has great vision and is able to excite and motivate others to buy into his vision.

"Having a vision is one thing," Porter continues, "but if it's solitary, it's impotent...it's important to get others involved, and Matthew can do that."

One facet of SCC was a monthly newspaper written, edited, designed, and produced entirely by NTID students. Moore, who served as editor-in-chief, drew upon the experience he had gained as editor of his high school newspaper in Indianapolis.

Still enamored with the communication field after graduating from RIT, Moore continued to be involved in various communication-related projects. From 1983 to 1986, his work included performing in theater productions and writing, producing, and directing *Deaf Magazine*, a pilot television program for Rochester, New York's ABC affiliate.

The young entrepreneur put his creativity and initiative to work again in order to publish a national magazine for deaf people. Moore had been mulling over the idea of the magazine for several years and, in 1986, began researching in earnest the feasibility of establishing such a publication.



Checking the proof Matthew Moore, publisher of Deaf Life, checks press proofs before the magazine is printed.

"I wanted to provide a quality publication for deaf people," Moore explains. "There were newspapers [for deaf people], but no national magazine that could voice deaf Americans' thoughts and feelings independently."

Moore adds that he puts his social work education to practice through the magazine by helping hearing people develop a greater understanding of deafness as well as highlighting deaf role models.

"*Deaf Life* reaches out to many people, and that makes me feel good," Moore says.

A smile crosses Moore's face as he discusses the magazine that recently began its third year of publication. Like a beaming new father, Moore explains that *Deaf Life* truly is a labor of love.

"There are no salaried positions, and it's very hard work," Moore says, "but it's

also extremely satisfying to watch the magazine as it rolls off the press."

In addition to his work on *Deaf Life*, Moore is upstate New York's sales representative for Zicom Technologies, Inc., a San Diego-based company that develops, manufactures, and markets high-technology communication products for deaf people.

His main focus, however, is *Deaf Life*, a glossy monthly. Published in Rochester, it addresses topics and issues of concern to deaf people, ranging from current legislation to personality profiles to cultural activities and book reviews. It's all done on a shoestring budget coupled with the hard work and dedication of its three staff members—Moore, Charles Bancroft, and Linda Levitan, all deaf RIT graduates.

An enthusiastic powerhouse, Moore is the guiding force behind the magazine that, by industry standards, has a low proportion of advertising to editorial content. He started the publication with his own funds and contributions from friends.

Moore is closely involved in all aspects of the magazine. By his own admission, he wears too many hats and says that, at times, the work can be a bit overwhelming. He is publisher, co-editor, designer, receptionist, advertising representative, and bookkeeper.

That work often keeps him—as well as Bancroft and Levitan—busy well into the early morning hours when the rest of the city sleeps. But, he says he thrives on it.

Publishing the magazine, Moore says, is his way of contributing to and becoming involved in the deaf community.

Although *Deaf Life* focuses predominantly on deaf people and issues related to them, it also serves to educate hearing readers through columns such as “For Hearing People Only,” which answers questions about deaf culture sent in by readers.

“The ‘For Hearing People Only’ section is very popular among hearing readers,” says Moore. “We have many questions pouring in every week; it’s hard to keep up with them. We had to make an announcement in the magazine asking our readers to be patient for replies.”

During the planning stages of the magazine, Moore sought a format that would appeal to a range of readers.

“When I was doing research for the magazine, I found that small letters and big words turn deaf people off,” Moore explains.

Deaf Life is filled with big, bold photographs and artwork, large lettering, and articles written in an easy-to-understand style.

Each month, Moore receives letters from readers commenting on the magazine or specific articles. That type of input has helped staff members further develop the magazine’s format.

Lorna Mittelman, English language and literature specialist in NTID’s liberal arts support department, is one of the readers who has written to the editors.

She wrote to tell them about the success that *Deaf Life* has had in her classroom. Mittelman started using the magazine during the 1989-90 school year as a tool to help students improve their reading and writing skills.

“Some deaf students have negative attitudes toward English, so it is difficult to get them interested in reading,” she says. “I began using the magazine for reading and writing assignments for some students, and they loved it. Many subsequently have subscribed to the magazine.”

“The writing patterns, story selection, and design capture their interest,” Mit-

telman adds. “The magazine has become voluntary, desired reading for them. The editors seem to have an intuitive sense of what the audience wants, and that’s what makes the magazine so invaluable in motivating students.”

A unique feature of *Deaf Life* is that it provides one- or two-word definitions after complex words or idioms to clarify meanings.

“It is extraordinary how the editors use language that is accessible and interesting to such a wide spectrum of English-language readers,” says Mittelman. “I read the magazine because I enjoy it. My students weakest in English read it because they can understand the stories easily, and they like expanding their vocabularies without struggling with dictionaries.”

Since the magazine’s first issue was mailed, subscriptions have continued to rise. In the first year of publication, some 250 people subscribed to *Deaf Life*; today, more than 3,000 readers receive the magazine.

Moore says about 10,000 people actually read the publication each month because readers pass it on, and some organizations with many staff members also subscribe, but receive only one magazine.

Because the *Deaf Life* staff is so small—future plans include adding more editorial and office staff—Moore, Bancroft, and Levitan have learned to be flexible. Together they have learned the ins and outs of magazine production, often through trial and error.

Levitan conducts research, writes, edits, and proofreads. Bancroft does computer layout of the pages. Like Moore, they also pitch in and do whatever is needed to keep on schedule.

Bancroft, who received a diploma through NTID’s printing production technology program in 1985, is the magazine’s layout expert and computer whiz. During the first year of publication, Bancroft taught himself desktop publishing and today guides the computer “mouse” through page production with ease.

“I love working on *Deaf Life* because it’s the only for-profit magazine for deaf people printed in four colors,” Bancroft says. And, he adds, learning about magazine production has been exciting.



The Deaf Life team From left, RIT graduates Charles Bancroft, Moore, and Linda Levitan look over an issue in front of the *Deaf Life* exhibit.



Computer-assisted design Most of the magazine's layout is done on a desktop publishing system. Bancroft and Moore, working side by side, devote many hours to designing each issue.

Like musicians creating a harmony, Moore and Bancroft work side by side to make the magazine's pages come to life. Moore, who has definite ideas on what each page should look like, explains the design he has in mind to Bancroft.

"I treat layout as music," Moore says as he outlines a page's rhythm with his finger. "It has visual peaks and valleys, and there is a certain flow to the design."

Using the computer, Bancroft makes Moore's vision an on-screen reality. It's a team approach the two friends have developed over the years.

They met at NTID in 1981 while working on the SCC newspaper.

"I wanted Charles to work with me on the magazine because I knew he was good with layout and printing," Moore says.

"At times," Bancroft says, "the work can be frustrating because we have such

a small staff and there's so much to do each month to produce the magazine. But I feel like I'm making an important contribution."

In addition to working on *Deaf Life*, Bancroft is a visiting teaching assistant in NTID's printing production technology department.

Bancroft and Moore have worked together on the magazine since the trial issue was launched in 1987.

Levitan, who graduated from New York University in 1973 with a bachelor of arts degree in English and from RIT in 1989 with a bachelor of fine arts degree in painting/illustration, joined the team soon afterward.

An avid reader, she saw *Deaf Life's* trial issue and wrote to Moore asking to work as a contributing writer on the magazine.

"I had years of English education that I wanted to put to use," she says. "But I thought the magazine already was fully staffed, and that's why I asked about a contributing writer position."

"When I got the letter and writing samples from her, I was impressed," Moore says.

The two met for lunch to discuss the magazine, and soon afterward Levitan joined the small, hard-working staff.

"This way I'm able to reach thousands of people," says Levitan, who previously had been an assistant instructor at Kansas University. "The challenge for me is adapting my writing style for deaf readers."

Levitan explains that another challenge is condensing a three-hour TDD (telecommunication device for the deaf) interview into a brief article. "Sometimes when I'm faced with summarizing an eight-foot by eight-inch tape, I feel overwhelmed," she says. "But I enjoy the feeling of shaping a story, watching it develop, and being part of the team's quest for perfection."

Deaf Life staff members continually strive to improve the magazine's format and content. New features include "Deaf Life Jr.," geared especially to 10- to 16-year-olds; "Kitchen Talk," a column specifically for deaf people; and a comic strip, "The Silver Family," developed by second-year NTID applied art student Shawn Richardson.

"Deaf Life Jr." started in September and is written by students from the South Dakota School for the Deaf. The column informs readers about events of interest to young people, such as the Junior National Association of the Deaf Convention. Moore says he hopes to have other deaf students contribute to the column.

"Kitchen Talk" is the opposite of the "For Hearing People Only" column; it answers deaf people's questions about hearing people and hearing culture.


Through such columns, the magazine addresses the needs and desires of its readers.

The three staff members agree that it's teamwork that has contributed to the magazine's success.

"I've never had much experience working as part of a team, but I've learned the importance of coordinating efforts," says Levitan. "If I don't get something finished on time, it affects Matthew's and Charlie's work, and ultimately it affects the subscribers."

"This team," says Moore, "has found a formula that works."





Chapters from An NTID Family Album

Alumni organizations help graduates keep in touch

by Kathryn Schmitz

Gone, but not forgotten, are more than 2,900 graduates who have passed through NTID's doors since 1968 and now live all over the United States.

Out of sight is not out of mind, however, and many of these graduates keep in touch with their fellow alums and the Institute through NTID's seven alumni chapters, established in Chicago, Houston, Los Angeles, New York City, Philadelphia, Rochester, and Washington, D.C.

These alumni chapters serve as more than social contact points for their members and other graduates. In addition to sponsoring events that bring members together, chapters raise funds for their activities and Institute scholarships, mentor students and potential students, and provide a network of friends and job sources.

To better bring together the needs and resources of alumni and the services of the Institute, NTID revitalized its alumni relations program earlier this year by hiring Andrew Mayer as administrator of the alumni relations office.

Mayer, who received a bachelor of fine arts degree in 1975 and a master of fine arts degree in 1986 from RIT's College of Fine and Applied Arts, continues the efforts of past NTID graduates and alumni specialists. Eileen Biser, assistant professor in the liberal arts support department, helped initiate NTID's

alumni outreach efforts, which Howard Mann, career opportunities advisor in the department of career outreach and admissions, and Stephen Schultz, who now lives in California, supported. Victoria Darcy, career opportunities advisor in the division of career opportunities, most recently kept up NTID's alumni contacts.

"The spirit of the alumni is there," says Mayer, "and the establishment of the alumni relations office will help carry out that pride to a greater degree.

"The challenges ahead for me," he continues, "are to provide quality services to meet the needs of alumni and to work with other NTID programs and departments in their outreach and recruiting efforts."

Several alumni chapters already are involved in outreach efforts that complement the work of NTID's National Center on Employment of the Deaf (NCED).

NTID's first alumni chapter, established in Chicago in 1975 and composed of nearly 125 members today, collaborates with students who hold cooperative (co-op) work positions in the area. This chapter holds just two social events each year, preferring to focus more on mentoring students. Many of its members work for companies who hire NTID students.

Kevin Ryan, president of the Chicago chapter, earned his diploma in data processing earlier this year and now works for AT&T Bell Laboratories, a company that offered him a permanent position as a computer operator after he completed two co-op jobs there. Ryan now has an NTID co-op student working with him.

"We believe in helping students at NTID choose the right career," says Ryan. "Alumni can advise students on whether the academic program they've chosen meets their goals and needs, and whether they will find jobs after graduation."

In addition to addressing career issues, NTID alumni also encourage deaf people to strive for success through sports activities.

"Athletics is a key resource that can help young people," says James Northcutt, president of the NTID Alumni Chapter of Houston, who earned his associate degree in architectural technology in 1981.

The Houston chapter is affiliated with two athletic associations—American Athletic Association of the Deaf and Southwest Athletic Association of the Deaf. Because the chapter had a low membership turnout, it decided to open its doors to all RIT alumni.

"The people in the group indicated that they wanted sports activities," says

Northcutt. "We have teams in softball, basketball, and other sports.

"I feel we help the public relations of NTID when we attend tournaments and win," he adds.

The chapter plans to reach even more people by establishing a network of alumni in various southwestern states who will represent their areas at chapter meetings.

"Not all states have large numbers of alumni," says Northcutt, "so by having representatives come to our chapter meetings, alumni in those states can stay informed and involved."

The Houston chapter also hopes to raise awareness of the Institute through a scholarship fund for deaf high school students in the Southwest who want to attend NTID.

"We're writing guidelines on how to apply for the scholarship," says Northcutt. "We want to encourage highly motivated high school students to attend NTID. We're also thinking of offering the scholarship to current NTID students with high GPAs [grade point averages]."

The Alumni Chapter of Greater Rochester also sponsors a scholarship, through the Robert F. Panara Scholarship Fund, an endowed fund established in 1987 that awards scholarships to NTID students who demonstrate financial need and are in good academic standing.

This chapter of nearly 125 members does not limit its fund raising to NTID, however.

"We're not just an organization for ourselves," says president Robert Marcus, who earned his bachelor of technology degree in mechanical engineering from RIT's College of Engineering in 1977. "We work with others."

The chapter worked with the Hearing-Impaired Lions Club during the winter of 1987 to raise money for the Rochester Tele-Communications Association of the Deaf, Inc., to help pay for weather and other news bulletins, and again in 1988 for a lawyer's presentations explaining laws that protect disabled people.

Although most chapters undertake a multitude of projects, social activities remain the most popular events sponsored and attended by NTID's alumni. They range from holiday parties and summer barbecues to bowling tournaments and camping and ski trips to theme parties such as Chinese New Year celebrations, Easter egg hunts, Halloween parties, Hawaiian luaus, Western cookouts, and masquerades.

According to Marcus, activities must match the interests of members, and



each chapter is different. To attract new members, chapters need to consider their members' ages.

"Recent graduates don't yet have a lot of responsibilities, so they're interested in more physical and time-consuming activities," says Marcus. "Older graduates, many of whom have family commitments and increased responsibilities on the job, tend to prefer quieter, briefer get-togethers."

Illustrating Marcus' point, in the late 1970s, the new Rochester chapter consisted mostly of young, single people. Membership started to drop, however, as alumni married and had children; so Marcus began planning activities that included children, which successfully brought back the entire original group.

"When you see members dropping out, you know it's time for the chapter to change," says Marcus.

Keeping in touch is the primary reason alumni attend events, says Angela Donnell, president of the NTID Alumni Chapter of Washington, D.C., who earned her bachelor of fine arts degree in graphic design from RIT's College of Fine and Applied Arts in 1988. Donnell believes that having access to a deaf community is important because most deaf people work in the hearing world and enjoy socializing with other deaf people, especially former college friends.



Snapshots of special moments Top left: Robert Marcus, president of the NTID Alumni Chapter of Greater Rochester, gets into the swing of things in a hammock in Stony Brook State Park in Dansville, New York, where more than 140 NTID graduates and their families and friends enjoyed a weekend of camping this summer. Top right: Members of the NTID Interim Alumni Association, which recently was established to enhance communication between graduates and the Institute, gather around the RIT tiger statue during a visit to campus. Top row from left, Linda Nelson, Angela Donnell, Marcus, James Northcutt, and Sbaraine Rice. Bottom row from left, Robert Sidansky, Kathy Green Holcomb, Andrew Mayer, David Staehle, and Dr. T. Alan Hurwitz. With the exception of Hurwitz, who is associate vice president for outreach and external affairs, and Administrative Assistant Mary Ann Erickson (not pictured), all alumni association members, including John Reid (not pictured), are RIT graduates. Bottom: Dr. William Castle, director of NTID and vice president for government relations for RIT, and Donnell at a spring alumni gathering in Washington, D.C.



The newest and largest chapter, the Washington group has more than 200 members because of the area's proximity to Gallaudet University, the National Association of the Deaf, and a large deaf population.

"The NTID alumni group keeps me going because I have so many wonderful friends in it," says Donnell. "I'm never bored on weekends."

Encouraging friendships is but one of many purposes of alumni chapters, Mayer says. Helping those chapters address the various needs of alumni, he adds, is one of the main purposes of NTID's alumni relations office.

"The office is here to work with the chapters in meeting *their* needs," says Mayer. "The chapters need to know about new developments at NTID and what's happening with other chapters and the alumni relations office as well as how to govern themselves."

Chapter presidents and members are enthusiastic about the alumni relations office. They look forward to a more formal and structured relationship whereby they can help the Institute and keep in touch with fellow graduates around the country.

"The alumni office will assist the chapters in communicating with one another and NTID," says Donnell. "Alumni want to know what's happening with the Institute and what they can do to help."

"When we developed the office, we came up with 10 goals for the administrator and the alumni chapters," says Dr. T. Alan Hurwitz, associate vice president for outreach and external affairs. "Each chapter can pick and choose from among these objectives the ones that serve its purposes, and the office will work with each chapter to meet its needs."

These objectives tie in with functions performed by other NTID departments. For example, Mayer will work to involve deaf graduates in recruiting prospective students, thereby coordinating efforts with the department of career outreach and admissions.

Mayer also will encourage deaf graduates, like those in the Chicago and Houston chapters, to serve as involved role models and resources for deaf students at RIT, deaf employees, and employers and other professionals working with deaf people. This effort supports the work of NCED, which helps NTID students and graduates find jobs.

Mayer aims to make sure continuing education opportunities that will allow deaf alumni to upgrade their career skills are available and advertised, a goal shared with the Educational Development Outreach Project, an effort designed to meet the educational needs of deaf people outside of NTID.

"Everything is interconnected," says Hurwitz. "The office can't operate in isolation. Everything that's good for alumni is good for NTID, and vice versa."

The office also established a national advisory board, the NTID Interim Alumni Association, composed of NTID alumni, that will meet once a year to discuss future activities of the alumni relations office.

"The alumni advisory board will be the pulse of the chapters," says Hurwitz. "It will help us identify needs of alumni and advise us on future functions of the office."

Mayer plans to educate current NTID students about the role of the office in their lives after college.

"We want to inform our students about the alumni relations office so that they know about this resource when they graduate and leave NTID," says Hurwitz.

"Some graduates aren't joining chapters because they're not receiving information," says Mayer. "Graduates who are involved with the alumni chapters join because their friends join, they're proud of NTID, and they appreciate the alumni network and social activities."

Alumni in Boston, Minneapolis, and San Diego are interested in establishing new chapters, says Mayer, who is responsible for helping such groups follow the office's procedures for establishment.

"The establishment procedures today are vastly improved from those of years ago," comments Mayer.

As one of three co-founders of the Rochester chapter in 1976, Mayer worked with Hurwitz, who provided guidance in developing the chapter's bylaws.

"Fourteen years later," says Mayer, "Alan and I have come full circle by working together on a national alumni program as well as providing leadership in establishing chapters."

"It is a wonderful experience to share a vision and labor together in developing an entity that will benefit alumni for years to come."





INDUSTRIAL- STRENGTH

Instruction

by Susan Cergol

Dr. Edward Maruggi spent 17 years climbing the industrial ladder at General Dynamics—promoted from junior drafter to senior drafter to designer, then engineer to senior engineer, and, finally, manager.

By 1970, Maruggi headed a crew of about 75 engineers and technicians who monitored aerospace equipment for the U.S. Air Force, one of the firm's main clients.

The following year, Maruggi abruptly switched gears when General Dynamics, a national engineering firm, moved its electronics division from Rochester, New York, to San Diego. After 25 years working as an engineer, Maruggi decided to leave the industrial world to teach at NTID.

"I loved my work in industry," says Maruggi, acting chairperson of the industrial technologies department, "but when General Dynamics asked me to move with it, I elected to stay in Rochester. I had learned about the newly established NTID, and I was interested in becoming part of it."

Maruggi's decision to trade the workrooms of industry for the classrooms of academia was not as unusual as it may seem, particularly in the Institute's early days.

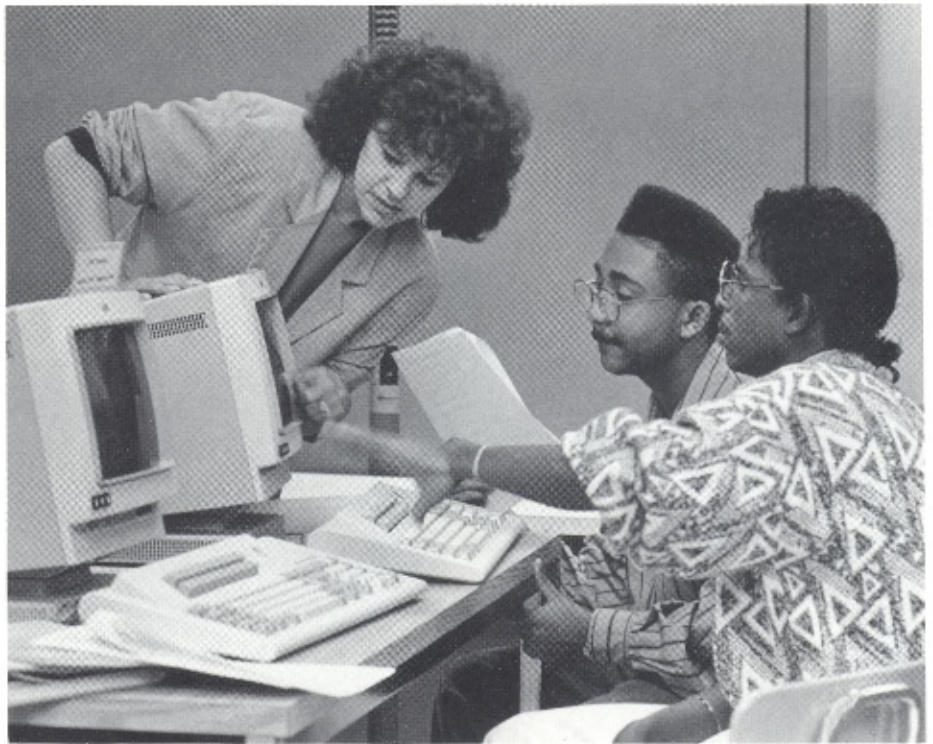
"In the 1970s, a prime requisite for a teaching position at NTID was a background in industry," explains Maruggi. "In my area, students were working with equipment such as drafting tools, drill presses, lathes, and milling machines. The people who could speak most appropriately to their use were those with industrial backgrounds who had worked with such tools themselves."

Dr. Thomas Raco, assistant dean and director of the School of Visual Communications, was among the original group of faculty members at the Institute. "Every one of NTID's early technical programs had at least a noticeable portion of its faculty come directly from industry," he says.

Although the Institute's programs now are well established, there continues to be a need for qualified instructors with industrial backgrounds.

"If we were developing a new program in a discipline not directly aligned with something NTID already offers," Raco explains, "we would be more inclined to look for faculty members with substantial industrial experience."

Karen Courtney, instructor in the data processing department, was hired in



Goodbye workroom, hello classroom Inset, opposite page, Dr. Edward Maruggi, acting chairperson of the industrial technologies department, sidestepped the career path he had engineered in industry to share his expertise with NTID students; above, Karen Courtney, instructor in the data processing department, can anticipate students' questions because of her practical experience with the mainframe computer used in the data processing laboratory.

1985 specifically because of her experience with a computer system that the department used as well as with one that was going to be introduced into the curriculum.

"When I read the job ad, I realized that my experience matched exactly," says Courtney, who worked in several data processing departments in industry for seven years before deciding to teach. "I enjoyed the training process I went through on the job and was interested in using my computer skills in a different way."

In addition to providing technical expertise, instructors with industrial backgrounds offer NTID students the benefit of their practical experience. This supports the Institute's mission of preparing deaf people to compete in the work force with their hearing peers, according to Dr. James DeCaro, NTID dean.

"Faculty members from industry bring a firsthand knowledge of the workplace and the demands that are made on the students who graduate from our programs," he says.

Raco agrees, adding that such faculty members "can apply the old adage, 'I've been out there, and I know what it's all about.' This adds credibility to what they teach students, particularly when it comes to applying skills to job situations."

This proved true for David Lawrence, assistant professor in the electromechanical technology department, who came to the Institute in 1981 from an engineering position with Diasonics, Inc., a manufacturer of medical equipment in Salt Lake City, Utah.

"Having come through the engineering ranks myself," says Lawrence, "I understand the struggles my students will face. My experience can help students prepare for the world of work by letting them know what to expect."

Courtney says that when she sees the furrowed eyebrows of students who are confused about a concept she is teaching, she draws on her industrial background to illustrate her point.

"Students understand much better when I can give them a specific example of a real-life experience I've had," she explains. "I'll say, 'That happened to me once, and this is how I solved the problem.'"



Riches greater than money Although Julius Chiavaroli, associate professor in the construction technologies department, right, earns less money as a teacher than he did as a professional architect, he says that his rewards come from motivating students.

As for Maruggi, he's convinced that his background helped him develop positive traits that he now can pass on to his students.

"The things I brought with me from industry are determination, discipline, and motivation," he says. These qualities, he believes, are essential to a student's success in the classroom and on the job.

While it seems clear that all universities need instructors from academia, the experiences of those with industrial backgrounds provide an important benefit to students in technical programs, according to Andrew Malcolm, associate professor in the English department.

"A university, as the name implies, should be composed of a mixture of those who are theoretically oriented and those who are acquainted with the practical applications of theory," he says.

Malcolm, who joined NTID's ranks in 1972 after a successful career in engineering and technical writing, says it was that belief, in part, that convinced him to share his experiences with students.

"I believed then, as I do now, that people should return to the university environment after obtaining extensive

industrial and business experience to infuse the practical world of work into the theoretical world of academe," he explains.

Despite the many practical advantages that faculty members from industry bring to the task of teaching, the Institute has had to address the question of how to prepare people with no experience in instructing deaf students.

When the Institute was first established, all new faculty members participated in a full-time, 10-week orientation program that introduced participants to sign language, deaf culture, and principles of teaching deaf students. Gradually, however, new faculty members realized that they also needed time to become familiar with the departments in which they would teach. The orientation program has since been replaced by a part-time, eight-week intensive sign language program and a series of new employee orientation workshops.

In addition, NTID's office of faculty development offers a variety of professional development programs designed for instructors to share their expertise

with colleagues. Such programs, as well as school-based training opportunities, include presentations about the latest technology in a particular field, tips for addressing the specific needs of deaf people, new approaches to delivering instruction, and theories of education.

"My participation in faculty development activities has helped me gain confidence in teaching," says Paula Grcevic, assistant professor in the applied art department. "I've learned more about myself and how to fit my teaching style with students' needs."

Grcevic, who started teaching at the Institute in 1979 because she wanted to associate with other deaf people and connect with deaf culture, believes that her background as a professional artist provided her with valuable experience working with the tools of her trade.

"Familiarity with art equipment, materials, and tools, however," she notes, "is different from perfecting the 'art' of teaching."

Raco believes that the Institute's faculty represents a good blend of industrial know-how and educational theory, which has been achieved largely through this kind of information sharing. In addition, he notes, all faculty members are encouraged to maintain professional contacts with industry in order to stay current with new technology and techniques.

"Whether they originally came from industry or higher education," he says, "our faculty continue to develop and maintain substantial connections with industry. In fact, many instructors are consulted by industry for their technical expertise."

These connections are further supported by the Back-in-Touch Experience (BITE), a return-to-industry summer program offered for the past eight years to faculty members in the School of Business Careers. Through this program, participants receive a stipend to work with local businesses in order to update their curriculum-related skills and to acquire new ones.

"The BITE program is an important faculty development opportunity," says Dr. Christine Licata, assistant dean and director of the School of Business Careers. "It also reaffirms the value the Institute places on creating ties with employers of our graduates."



The picture of a satisfied teacher After developing a successful career as a custom photographic laboratory technician, Edward Mineck, instructor in the photo/media technologies department, brought his darkroom skills to NTID's classrooms.

The reasons people choose to leave behind industrial careers—often lucrative ones—to become teachers of deaf students are as diverse as NTID's academic offerings themselves. Salary, however, is not one of them.

"When I made the decision to teach, I gave up the opportunity to earn three times what I do now," says Julius Chiavaroli, associate professor in the construction technologies department, who left a full-time career as an architect in 1978. "There is no question that I'd be a senior partner in a major architectural firm right now had I decided otherwise."

But Chiavaroli, who describes himself as "young at heart," enjoys relating to students and finds compensation in sharing his knowledge. "This is especially sweet when I have motivated my students," he says.

DeCaro notes that those who choose to teach at the Institute truly are committed to the educational process. "They really want to teach," he says. "Otherwise, they wouldn't enter the profession because academia can't compete with the salaries offered by industry."

Edward Mineck, instructor in the photo/media technologies department, is a good example of that kind of commitment. He has taught at the Institute for four years, after having earned a solid reputation as a skilled custom photographic laboratory technician.

"I had always worked as a technician, but I wanted to teach," he says. "I simply prefer teaching."

In addition to the pleasure of interacting with students, Mineck points to the flexible work schedules and summer vacations that Institute faculty members enjoy as a factor in his satisfaction.

"In industry, the work hours were extreme," he explains. "There was no time to develop personal interests. Teaching, on the other hand, allows me time for professional development."

Maruggi, who plans to conclude his full-time teaching career next year after 20 years at the Institute, contends that he never has regretted his decision to leave industry.

"Teaching offers the challenge to put your experiences in the heads and minds of young people," he explains. "When I see students I've worked with for four or five years succeed in getting their certification, I still get a tear in my eye. That's all the reward I need."





RIT Student Employee of the Year's Olympian feats are no myth

by Kathryn Schmitz

Until she was 9 years old, everything was Greek to Sophie Kiskinis. "Learning to speak English was probably the hardest thing I've had to do," says Kiskinis, a 1990 graduate of RIT's College of Fine and Applied Arts. Today, Kiskinis is fluent in Greek and English and skilled in signed English.

A native of Athens, Greece, Kiskinis lost her hearing from meningitis before she was a year old. Her parents discovered her deafness when she was 4 and spent the next few years traveling through Europe in search of help for her.

The family, which includes her older brother, eventually settled in Houston, Texas, because of audiological services offered in the city. Kiskinis, then 9, received a hearing aid and began school and the difficult task of learning English.

Explaining her family's immigration to the United States, Kiskinis says, "My parents' philosophy is that education is number one."

In high school, Kiskinis took up several all-American activities in addition to her studies. She was a cheerleader and gymnast and also participated on the drill team. She took years of lessons in tap dance and ballet and now is an aerobics instructor. She holds a black belt in *tae kwon do*, which she also teaches. Her physical energy is reflected in this 5-foot-2-inch, green-eyed dynamo's colorful wardrobe and various hair arrangements as well as her athletic accomplishments.

Despite a rocky start at RIT, Kiskinis finished her last year on an upbeat note—winning RIT's Student Employee

of the Year Award as manager of NTID's applied art laboratory.

Criteria for the award are reliability, quality of work, initiative, disposition, longevity, adaptability, and uniqueness of contribution.

"Each applicant was assigned a number to guarantee anonymity," says Kiskinis, "and only the job qualifications were given, not department names. No one knew I'm deaf, so I thought the competition was fair. I'm the first deaf winner."

Her first-place finish qualified Kiskinis to compete in the New York State Student Employee of the Year program, in which she was named first runner-up.

"The recognition didn't go to her head," says Michael Voelkl, associate professor in the applied art department. "Her enthusiastic attitude didn't change."

Kiskinis managed the lab, which is used by students working on various art projects, for two years, averaging 10-20 hours each week. She was responsible for getting equipment serviced promptly, performing inventory, hiring and scheduling hours for 11 student assistants, and helping students with their projects.

"Her organizational skills are wonderful," says Michael Krembel, associate professor in the applied art department and Kiskinis' supervisor. "I gave her ideas, and she set up work policies for the lab assistants. She created a very accurate point system to evaluate the performance of lab assistants, which could be a model for doctoral candidates."

According to Dr. John Cox, department chairperson, Kiskinis is good with detail work and is conscientious—two traits that made her an excellent lab manager.

"If something went wrong," says Cox, "such as something was missing or a computer was left on, she took care of the problem and took steps to avoid future recurrences. She made her point clear without being nasty to the person at fault. She didn't avoid confrontations."

Kiskinis, says Cox, viewed the lab as if it were "her home." She considered it a special place with the latest equipment and technology—a place that offers students and lab assistants unlimited learning opportunities.

"The lab assistants are a diverse group with different skills, abilities, and reasons for working in the lab," says Krembel. "Sophie brought them together as a team."

Kiskinis felt responsible not only for her lab assistants' work productivity, but also for their personal growth. She encouraged them to develop leadership skills and professional work habits.

"I worked with different people, and I learned to meet their needs," she says. "I tried to teach them not to complain but to act to solve their problems because complaining doesn't solve anything. I also tried to teach them to accept criticism and the mistakes they made."

Cox notes Kiskinis' efforts to lead by example.

"Sophie is a strict, but fair person," he says. "She's a role model for younger students and future 'labbies.' She teaches students to think of their lab assistant jobs as real."

Kiskinis' success at channeling her energy toward her work hardly reflects comments about her first year at RIT.

"Sophie was a rotten kid when she first arrived," says Jack Slutzky, professor in the visual communications support department and Kiskinis' academic advisor. "She had a bad attitude, and she tried to avoid responsibility. She worked hard at not working hard."

Kiskinis explains her rocky start by pointing out the adjustments she had to make.

"At NTID, I had my third culture shock," she says. "My first was adjusting to my deafness, my second was learning English, and the third was becoming part of deaf culture."

Kiskinis' adjustments proved to be gratifying for both herself and her instructors.

"Sophie represents why I'm at RIT," explains Slutzky. "She shows the kind of growth I hope for. I have seen her in a

variety of situations where I've been her advisor, her boss, and her teacher; and now I find that she is reliable, consistent, motivated, respectful, and professional. She cares about her work."

Academically, Kiskinis found that the graphic design program enabled her to combine her competitiveness and artistic creativity.

"In the graphic design program," she says, "you compete with other students. You have to prove yourself when you design something; you have to communicate your objectives.

"You also have to be aggressive to see and absorb what's out there and apply it to your design work," she continues. "I like to incorporate societal changes before they become old news."

In cultivating this artistic ethic, Kiskinis reads newspapers and magazines in search of design ideas and leadership advice. Her attention to new ideas is a quality she developed during her final year of study.

"She hasn't yet begun to reach her potential," says Slutzky. "This year she began to understand what design is."

Kiskinis is taking her approach to learning as far as possible, which will help her in her career, according to her teachers.

"Sophie wants to learn as much as she can and is more inquisitive than most students," says Paula Grcevic, assistant professor in the applied art department.

According to Sidonie Roepke, assistant professor in the visual communications support department, Kiskinis' inquisitiveness is gratifying to a teacher.

"It's always rewarding to have a student with enthusiasm who wants knowledge," she says.

Kiskinis' Grecian heritage enabled her to contribute to her tutoring sessions with Roepke. She was the resident expert on Greek art and was dubbed "Sophie the Greek" by her tutoring group.

Kiskinis would like to teach in the art field. She hopes eventually to earn her master of fine arts degree and perhaps to teach at NTID. Roepke believes Kiskinis would be a good instructor.

"Sophie is balanced and well rounded," she says. "Her extroverted personality and ability to express herself make her aware of the learning process."

Krembel notes that Kiskinis is a team player, an asset he seeks in employees. Grcevic adds that Kiskinis also is independent.

"Sophie is a tough lady," she says. "She stands up for what she thinks and is demanding of herself."

Kiskinis firmly believes that all people must learn to stand up for themselves, including those who are deaf.

"Everyone is discriminated against out there," she asserts. "Deaf people shouldn't jump to conclusions without proving themselves first. They have to play the game and struggle to survive like everyone else."

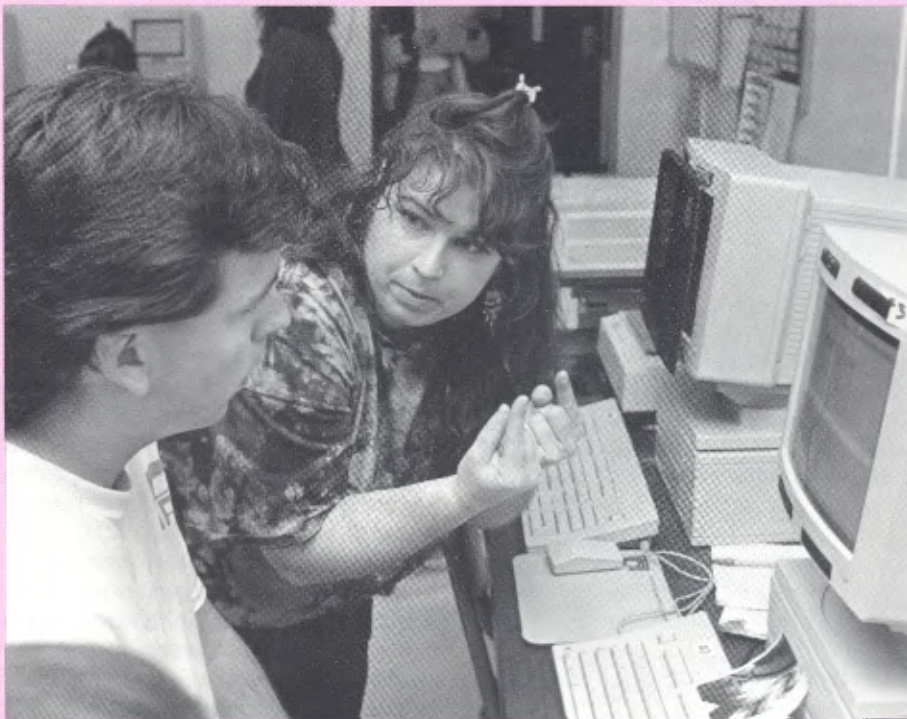
Her hearing impairment has never stopped Kiskinis from giving her best effort and going for what she wants.

"She refused to accept her hearing impairment as a handicap and instead went out and got jobs, such as in the lab," says Slutzky.

"I have an immigrant's attitude toward life," Kiskinis says. "If you want to accomplish something, you have to do it yourself. Think positive, put your mind to it, focus!"

To gather more experience as a graphic artist before becoming an instructor, Kiskinis recently accepted a position with Executive Presentation Graphics in Houston, Texas. Faculty members who have worked with her have no doubt that she will be successful.

"Determination is the key to Sophie's success," Roepke says.



Helping others help themselves As part of her job as manager of the applied art laboratory, Sophie Kiskinis, the first deaf recipient of RIT's Student Employee of the Year Award, helps a student work with a computer graphics program.

INTERNATIONAL CONGRESS on Education of the Deaf

by Kathryn Schmitz



Coming from as far away as Tasmania and as near-by as Canada, more than 1,900 people descended upon Rochester, New York, this summer to discuss issues regarding education of deaf people. Representatives from 69 developed and developing countries and territories converged on the Rochester Riverside Convention Center July 29-August 3 for the 17th International Congress on Education of the Deaf.

The Congress offered something for everyone: Developed countries such as Japan and the United States demonstrated their new technologies and strategies, and developing nations shared their own situations and solutions. People from various nations gathered to work toward a common goal: to provide deaf people everywhere in the world with opportunities for better communication, education, and careers.

In particular, Congress participants from developing nations, such as Dr. Maria Paz Berruecos, general counselor at the Instituto Mexicano de la Audición y el Lenguaje in Mexico City, and Sita Ram Maskey, teacher of deaf students in Dharan, Nepal, sought assistance and guidance from others with wider experiences and greater resources in providing such opportunities.

"Whereas people in developed countries are moving rapidly toward modernization," said Maskey, "people in [developing] countries like Nepal are struggling for the basic minimum needs of life. I consider it absolutely necessary for developed countries to give serious attention to the collective development

of deaf people who are suffering from pangs of hunger and ignorance."

Berruecos agreed, saying, "I think that Canada and the United States should be concerned about Latin America."

At the Congress, such attention was given and reciprocated by attendees from around the globe.

The international flavor of this Congress came not only from its mix of participants, but also its history. Since its first meeting in Paris, France, in 1878, it has convened primarily in Europe and the United States, except in 1975, when it met in Tokyo, Japan. The Congress has met about every five years since the 1950s, and this Congress was the first held in the United States since 1963, when it was at Gallaudet University in Washington, D.C.

The 1990 Congress was an international gathering of educators as well as professionals from fields influencing education of deaf people, including linguistics, medicine, psychology, speech and hearing sciences, and technology.

The Congress offered morning and afternoon plenary sessions during which all participants gathered for presentations on one of 12 topics related to the issues of communication and education. These topics included audiological and medical aspects of deafness, college and continuing education, deaf adults in society, development of language skills, educational policies and services, psychosocial development, and physical/mental health, among others.

After each plenary session, as many as 12 sessions were held simultaneously; a total of 106 of these sessions took place during the Congress. In the exhibit

hall, more than 75 exhibitors from around the globe showed their wares, including academic offerings, computer networks, signaling and telecommunication devices for deaf people, and visual speech apparatus.

The Congress opened in room one of the Riverside Convention Center, where all plenary sessions were held and the opening address given. The room was equipped with two large screens upon which televised images of speakers and real-time captioning of their speeches were shown.

Sign language interpreters of American Sign Language (ASL), Gestuno (an international sign language), and signed English stood on stage. Sign language interpreters of Japanese, Russian, Spanish, and Swedish sat in front of their respective audiences. (While the four official languages supported by the Congress were ASL, English, Japanese, and Spanish, some participants brought their own interpreters.) Spoken language interpreters of English, Japanese, and Spanish sat in cubicles at the rear of the room, translating speeches as needed for attendees listening with infrared receivers and earphones.

"I very much enjoyed the variety of interpreting," said Shin Yoshimura, a hard-of-hearing teacher of ASL from Tokyo. "I could choose to listen to the Japanese translation or watch the ASL interpreters."

Seventeen percent of registered participants were deaf or hard of hearing—the largest such number ever to attend a Congress. Those wearing hearing aids could use their "T" switches and tune in to the induction loop system, which amplified proceedings.

The opening ceremonies were held in this communication-accessible room, where Dr. William Castle, secretary-general of the Congress, director of NTID, and vice president for government relations for RIT, welcomed participants to Rochester on Sunday evening.

In addition to remarks made by Dr. Yrker Andersson, president of the World Federation of the Deaf; Rut Madebrink, Swedish educator of deaf students and chairperson of the Congress site selection committee; and U.S. Rep. Louise Slaughter (D-N.Y.), a proclamation was presented announcing July 29-August 3, 1990, as International Education of the Deaf Week in Rochester.

Following the opening ceremonies, participants traveled by bus to the grounds of the University of Rochester's Memorial Art Gallery for a "Roaring Twenties" theme reception—their ticket to a taste of U.S. culture and an opportunity to relax.

The next morning, the 1990 Congress began its business. Sandra Swift Parrino, chairperson of the National Council on Disability, delivered the keynote address. Parrino was one of seven people standing with U.S. President George Bush when he signed the Americans with Disabilities Act (ADA) in July.

Referring to the ADA as a "declaration of independence," Parrino described this civil rights act for disabled people as a way "to make available all aspects of American life, including employment, government services, public accommodations, transportation, and telecommunication, to individuals with disabilities."

Parrino cautioned that enjoyment of this new independence will require greater responsibility from disabled people, who will need better and more equal educational opportunities to ensure their success.

Following Parrino's address, Congress participants began a week of sharing information among themselves, with delegates explaining their nations' problems and current solutions and offering new programs and technologies. Common threads throughout the discussions were strategies for improving communication and education for deaf people.

Availability of educational opportunities for deaf people varies considerably around the world, with countries such as the United States and Japan offering postsecondary education and countries like Nepal and Zambia offering only limited elementary education.

"The deaf children of Nepal never get an opportunity to become full members

and contribute to society," said Maskey in his presentation. "Even the most intelligent ones are not able to realize their ambition. Deaf people have to stay in seclusion deprived of the minimum facilities and pleasures of family life and must do the most laborious work."

Unlike deaf people in Nepal who are unable to obtain jobs, much less an education, some deaf people in Brazil have vocational training available to them.

"Our objective is to make deaf people reflect and recognize possibilities they can develop," said Dr. Elizabeth Vilhena de Azevedo, from the National Institute for the Education of the Deaf in Rio de Janeiro, in her presentation. "We emphasize vocational training that will teach deaf students not only how to perform in a profession, but also participate in the community."

Despite these efforts, Vilhena de Azevedo admitted that Brazilian society still restricts deaf people's entry in professional fields.

Educated deaf people from around the world attested to the economic value of their educations, and several promoted its social value in their presentations.

"At a time when the debate about the best methods of educating deaf children is intensified," said Dr. Maria Alicia Ferrari de Zamorano, a deaf psychologist from Buenos Aires, Argentina, "I believe it's very important to reconsider the discussion with a view of a greater integration of deaf people within society as expressed by Article 26 of the Universal Declaration of Human Rights, approved by the United Nations, which reads:

'Education should tend to the complete development of human personality and strengthen the respect for the rights of men and for fundamental liberties...'

"I wish to call on the adult deaf of our countries to act as intermediaries between the deaf community and institutions and to improve educational and working levels and life quality of all deaf people," Ferrari de Zamorano continued. "In this respect, the Argentine deaf adhere to the motto: 'Deaf people can do anything but hear.'"

Ferrari de Zamorano's expression of independence was echoed by Adam Kopera, a deaf biologist from Dynasy, Poland, who explained that the key to deaf people's acceptance is communication.

"A hearing-impaired person has a right to communicate just like any other human being," said Kopera. "We in Poland have to insist on this; we have to repeat this over and over again."

Kopera agreed that deaf people should become part of the larger society, and he explained that to do so successfully depends on learning how to communicate well, which should happen at home.

"I think that deaf children should be encouraged to mix gradually, step by step, with hearing society," said Kopera, "but integration of the deaf child first and foremost means embedding the child into the family setting."

Dr. Mark Greenberg, professor of psychology at the University of Washington at Seattle, also noted in his plenary speech the importance of communication in the family for developing social skills.



Embarking on a good time Dr. William Castle, Congress secretary-general, director of NTID, and vice president for government relations for RIT, boards an antique car bound for the "Roaring Twenties" opening reception held at the Memorial Art Gallery.

The list below outlines the number of delegates from each of the 69 countries and territories represented at the 17th International Congress on Education of the Deaf, held July 29-August 3 in Rochester, New York. The total number of registrants was 1,631; this does not include hundreds of volunteers and other people who were involved with the Congress.

Argentina	17
Australia	26
Austria	3
Bahamas	4
Barbados	1
Belgium	22
Benin	1
Brazil	10
Canada	50
Chile	1
China	8
Colombia	4
Costa Rica	1
Cyprus	1
Czechoslovakia	1
Denmark	5
Dominican Republic	1
Ecuador	3
El Salvador	1
Finland	2
France	1
Germany	27
Ghana	3
Great Britain	79
Greece	2
Guam	3
Guinea	1
Hong Kong	22
Iceland	1
India	20
Indonesia	4
Ireland	14
Israel	14
Italy	7
Jamaica	3
Japan	145
Jordan	2
Kenya	1
Korea	1
Malagasy Republic	1
Malawi	2
Malaysia	4
Mexico	63
Nepal	7
Netherlands	38
New Zealand	11
Nicaragua	2
Nigeria	6
Norway	16
Panama	1
Peru	21
Philippines	20
Poland	1
Portugal	1
Puerto Rico	7
Singapore	4
South Africa	13
Spain	13
Sweden	18
Switzerland	2
Taiwan	15
Thailand	1
Turkey	2
USA	814
USSR	19
Venezuela	2
Yugoslavia	12
Zambia	2
Zimbabwe	1



Keynote kudos Sandra Swift Parrino, chairperson of the National Council on Disability and keynote speaker at the Congress, comments on the positive outcomes expected from the recent passage of the Americans with Disabilities Act, dramatic civil rights legislation designed to improve the lives of disabled people.



Speaking with power Supported by sign language interpreters, translators, and real-time captioning on the large screen, Dr. Desmond Power, deputy dean/director of the Centre for Higher Education of the Deaf at Griffith University in Brisbane, Australia, delivers his plenary address in communication-accessible room one of the Rochester Riverside Convention Center.

“There is no question that many deaf children around the world experience both communicative and social deprivation,” said Greenberg. “As a result, we have an unusually high number of deaf children who experience communicative delays, which in turn may lead to psychosocial disorders. It is critically important for families to develop satisfying and rich communication as early as possible.”

Greenberg added that parents need to be involved with their deaf children

so that they continue to maintain their own communication and coping skills.

The method of communication used to educate deaf children was a topic often discussed at the Congress. For a century—ever since the landmark resolution made at the 1880 Congress in Milan, Italy, which stated that oral communication was the only appropriate mode of communication in classrooms for deaf children—educators have experienced mixed success using the purely oral approach in teaching deaf children.



Tuned in to Congress 1990 Meredith Ray, liaison interpreter in the department of interpreting services, hands an infrared receiver and earphones to a Japanese participant.



Welcome to NTID! Guests arrive at a special reception for international visitors, hosted by NTID.

Educators in recent years have experimented with using sign language in conjunction with oral methods of teaching. Dr. Desmond Power, deputy dean/director of the Centre for Higher Education of the Deaf at Griffith University in Brisbane, Australia, noted in his plenary speech.

Power explained that such "total communication, while making communication and learning easier and less stressful for deaf children in school, has not produced the 'great leap forward' in academic skills that its early proponents had hoped for.

"Perhaps most teachers have been too concerned with absolute grammatical correctness of the language of deaf students," continued Power, "and we must come to accept that for many social and vocational purposes, something less than 'straight language' often communicates perfectly adequately so that functionally communicative language needs to be given a high priority."

In Brussels, Belgium, staff members of the Ecole Integree and the Centre Comprendre et Parler concluded that teaching deaf children without using sign language had not been successful.

"They admitted that early oral-aural communication and early language acquisition in general cannot be reached without manual support," said Brigitte Charlier, a teacher at Ecole Integree.

The Belgians have adopted a combination of cued speech and signed French, called Completed Signed French, which they find to be effective in allowing deaf children to develop oral communication skills to the best of their abilities as well as providing continued expressive communication for those slower to develop orally.

In efforts to communicate with deaf pupils, hearing teachers around the world use oral methods combined with some form of sign support, such as fingerspelling or sign language.

Rhodora Pamaran, founder and director of St. Augustine School for the Deaf in Manila, the Philippines, found that her pupils communicated better and understood more with sign language and fingerspelling than with exclusively oral communication. In the Soviet Union, deaf children begin their education with oral training and fingerspelling and sometimes later add sign language, according to Eugene Oganessian, dean of Moscow Lenin State Pedagogical Institute, Defectology Faculty.

The same is true of deaf children in the Netherlands and Japan, who also have access to advanced technology that aids their oral training, according to Dr. Nico Arends, a Dutch researcher in speech production at the University of Nijmegen and developer of a visual speech apparatus exhibited at the Congress.

"We encourage deaf children to speak," said Arends, "and we use the visual speech apparatus to show them how to control the loudness, pitch, and tone of their voices."

Even though such technology was not available when he was young, Kopera learned to speak well and is happy with his choice of communication style.

"I have been thankful for my oral training," said Kopera. "It has enriched my life. But I have come to the conclusion that it is not always the best way of life for all deaf people. I know that total communication is a more effective method of communication for many deaf people; but because I live and work in a hearing environment, sign language is a foreign language that I cannot use with my family, friends at work, or acquaintances."

Developing a sign language in conjunction with a voice language was a topic discussed by a number of presenters. Several countries, including Indonesia, Japan, and Zambia, are trying to develop sign language systems that include signs for words and expressions in the native voice language.



Mexican guru Dr. Maria Paz Berruecos, general counselor at the Instituto Mexicano de la Audición y el Lenguaje in Mexico City, discusses her long career in working with deaf Mexican children.



Grand finale in the lobby of the Rochester Riverside Convention Center, Congress participants mingle at the gala celebration.

"Lipreading of Japanese is difficult," said Hiroshi Hasegawa, professor at the University of Tokyo. "The language has fewer vowels and consonants than English, and many words have similar mouth forms but different sounds and meanings. We are trying to develop a sign language system that expresses Japanese as closely as possible, but is compatible with the current Japanese Sign Language."

Similarly, hearing Zambian educators are attempting to learn signs being used by deaf people in order to better communicate with them in the educational system, according to Abel Bwalya, curriculum development officer for special education in Lusaka, Zambia.

On the other hand, staff members at the Zinnia Educational Foundation in Jakarta, Indonesia, apparently are creating signs for spoken words and ideas without consulting deaf Indonesians who use sign language, in effect establishing a new language for deaf students to learn in school, according to Dr. Imas Ar Gunawan, foundation chairperson.

Exchange programs that transport one country's sign language to another in which there is no formal sign language also have been established in order to teach deaf children.

Siri Fossom, teacher at Skaadalen School in Oslo, Norway, had a Pakistani student in her class for three years. After the student returned to Pakistan, her parents asked the Norwegian Church Aid to send Fossom and two other Nor-

wegian teachers to Pakistan to establish a project in the school for deaf students in Karachi. The project replaced the school's unsuccessful oral communication system with Norwegian sign language so that the teachers could communicate with the deaf Pakistani children.

"Today, though many things remain undone," said Fossom, "things look much brighter for deaf children in Pakistan. My pupil was given the chance she deserved, the same chance all deaf Pakistani children and deaf children all over the world deserve."

Other Congress participants, including Berruecos from Mexico, Oganessian from the Soviet Union, and Arends from the Netherlands, expressed interest in establishing similar exchange programs.

"We have human resources; we have good people," said Berruecos. "We just don't have technology and training."

Berruecos came to the Congress, as did Oganessian and others from around the world, to learn more about the experience of the United States and other developed countries, view modern equipment, and take back information and research to their countries.

"We're particularly interested in information on cochlear implants," said Berruecos, "because we need to explain to poor families the limitations of the surgery. Many mistakenly believe that if they had the money for the surgery, they would have a child who could hear normally."

Misconceptions, such as of the cochlear implant's "magical" power to restore hearing and of deaf people being unable to speak, exist throughout the world, according to Berruecos. The Congress provided moral support for professionals who must dispel such myths and work with limited resources.

The Congress also offered participants many opportunities to mingle and informally exchange information and ideas.

In addition to the opening reception Sunday evening at the Memorial Art Gallery, participants were treated to other special events. NTID opened its doors for a reception on the second evening to show international visitors the Institute's facilities, including the art gallery, classrooms, labs, and offices. The reception's highlight was a performance in the Robert F. Panara Theatre.

The third evening was International Night at Shnozz'z, a nightclub in Rochester that provides on Tuesday nights captioned television and servers and bartenders who know sign language. The fourth afternoon offered out-of-town



The 17th
International Congress
on
Education of the Deaf
Recognizes
Dr. Genji Murai

For extending to the 1990 Congress in Rochester, New York, the goodwill and generosity that for 30 years has served so many deaf people and their parents in the Asian Pacific region. His sponsorship of many of the 145 delegates from Japan helped that nation achieve the second largest representation at the Congress, second only to the United States.

His financial and moral support enabled many Japanese deaf people, professionals who work with deaf people, and parents of deaf children to take advantage of the fact that Japanese was one of the Congress' four official languages. Thus, his compatriots enjoyed complete access to Congress proceedings and activities. The official use of the Japanese language during the Congress made it possible for a significant number of people from Japan to provide to their colleagues from around the world information about the status of education of deaf people in their nation. In addition to making presentations, Japanese delegates were able to learn about progress in other countries through the medium of their own language.

Dr. Murai's generosity provided for

similar kinds of support to the International Congresses on Education of the Deaf that were held in Tokyo, Japan, in 1975 and Hamburg, Germany, in 1980.

This same generosity has led him to serve as vice president of the Association for the Education and Welfare of the Hearing Impaired, Inc. for three decades and as president of the Asian Interactive Association on the Hearing Impaired since its inception in 1988. In these roles and in pursuing personal philanthropic activities, he has established classrooms for 1,500 mothers and deaf children in Tokyo and a mobile mother-child classroom that travels throughout Japan and has, to date, benefitted 15,000 people; he has helped provide 150,000 copies of 12 different textbooks free of charge to deaf students and their families; and he has created an award to honor individuals dedicated to the development and improvement of education and welfare for deaf people in the Asian Pacific region.

*William E. Castle
Secretary-General
17th International Congress
on Education of the Deaf*



Educational pow wow From left, Dr. Robert Davila, the Congress' grand finale speaker and assistant secretary of the office of special education and rehabilitative services in the U.S. Department of Education; Dr. M. Richard Rose, president of RIT; Dr. I. King Jordan, president of Gallaudet University; and Castle discuss future goals for educating deaf people.

visitors the opportunity to visit Niagara Falls or see the sights of Rochester.

The Congress' Grand Finale gala celebration, the final social event, was held at the Convention Center, which was festooned with red, white, and blue streamers and balloons. Congress participants enjoyed a four-course dinner and a toast from Dr. I. King Jordan, president of Gallaudet University, before Dr. Robert Davila, assistant secretary of the office of special education and rehabilitative services in the U.S. Department of Education, made his address.

Davila, the highest ranking deaf government official ever appointed in the United States, spoke of the improvements made in educating deaf children over the last 25 years, but cautioned that more needs to be done.

"The 1988 report of the Commission on Education of the Deaf revealed serious weaknesses in programs for disabled people," said Davila, "including lack of sufficient attention to low-achieving students who are deaf and the need for greater attention to the requirements of minority students. The commission also pointed out the need to recognize the legitimacy of deaf culture as part of our efforts to educate students who are deaf."

Congress participants echoed Davila's view that all deaf people deserve a chance at earning an education, and many voiced their personal commitment to providing that education.

"I want deaf people's effort, intelligence, and heart; the rest I can teach," said Berruecos. "I break my shoulders, my back, my body to work for them."

The Congress ended with many participants feeling that the program had encouraged them to continue their work in improving communication and education for deaf people around the world.

"We're taking back many kilos of love from everyone here," said Berruecos. "I'm very touched by the concern shown by people like Dr. Castle...who took great care to learn about our problems and planned the Congress program to address them."



A Cup of Planning
plus
A Pound of Hard Work
plus
A Dash of Fun
equals



by Beth M. Pessin

As anyone involved with planning the 17th International Congress on Education of the Deaf can attest, preparing for such an event is no overnight feat. It requires hundreds of hours devoted to holding meetings; corresponding by phone, mail, and facsimile; processing forms; arranging accommodations; planning events; attracting exhibitors; and organizing countless other details.

It was such attention to detail and organization that contributed to the Congress' success late this summer. With more than 1,900 people from 69 countries and territories attending, the July 29-August 3 gathering in Rochester, New York, truly had an international flavor.

Visitors from every continent except Antarctica gathered at the Rochester Riverside Convention Center to share information about educating and improving the lives of deaf people worldwide.

Participants as well as volunteers made new friends and established professional contacts. Whatever their native language, all agreed that the 1990 Congress was a not-soon-to-be-forgotten event.

Here's a behind-the-scenes look at how 23 committees and subcommittees, some 367 volunteers, and several local hotel representatives, caterers, convention planners, travel agents, and tour guides made it all happen.

Getting Started

In 1985, during the 16th Congress in Manchester, England, NTID, in cooperation with Gallaudet University in Washington, D.C.; the Rochester School for the Deaf (RSD); Conference of Educational Administrators Serving the Deaf; and Alexander Graham Bell Association for the Deaf, presented a formal proposal bidding for the opportunity to host the 17th Congress in Rochester.

"We wanted to host the Congress because we felt the Rochester community, with its large deaf population, had facilities and services that could accommodate the range of participants that would attend such an event," says Congress Secretary-General William Castle, director of NTID and vice president for government relations for RIT.

"There had not been a Congress in the United States since 1963," he adds, "and I also felt it would be a great way to give NTID strong international visibility."

When Castle received word that Rochester had been selected as the site of the 1990 Congress, the preliminary planning began.

"We invited secretaries-general from the last few Congresses to NTID for their counsel on how to structure the event," says Castle. "We talked about strategies that worked well and those strategies that needed to be revamped."

These former secretaries-general suggested that the official languages of the Congress be English, Japanese, and Spanish. American Sign Language also was made an official language in later planning efforts.

Castle named planning committee members based on their areas of expertise. Responsibility for the program planning committee rested with Dr. E. Ross Stuckless, director of NTID's office for integrative research, and Dr. Doin Hicks, special assistant to the president at Gallaudet. Both Stuckless and Hicks were selected because of their extensive backgrounds and leadership related to education of deaf students.

The first step in putting together the 1990 Congress program was selecting 12 members each for the national and international program committees.

"The committee members assisted with identifying topics to be addressed at the Congress," says Stuckless.

From the meetings among committee members, 12 main topics were selected. A "Call for Papers" on those topics—printed in English, Japanese, and Spanish—reached 17,000 national and international prospective presenters, and 700 people submitted papers for consideration—a response larger than expected.

"We reluctantly turned down 300 of the papers that were submitted," Stuckless says.

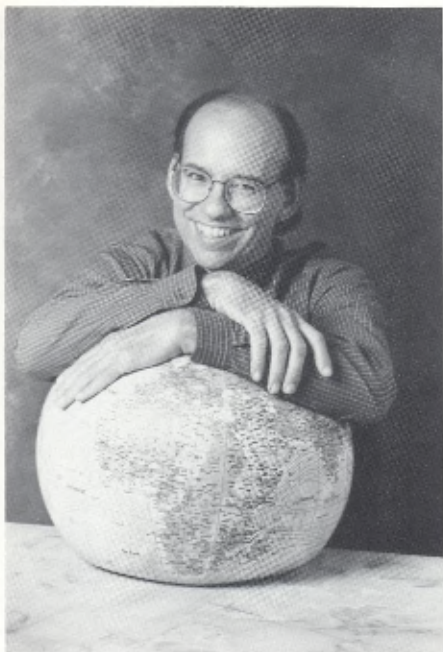
Stuckless and Hicks read and edited the papers, a process that took about four months. They then had the task of organizing the accepted papers into 106 90-minute sessions.

"We were careful not to impose our personal standards on the papers," says Stuckless. "While reviewing the papers, we kept scientific and cultural differences in mind, particularly when reviewing the many papers from developing countries."

Geraldine Kingsford, former secretary in the office of the vice president/director at NTID, assisted in the organization and managed the program office.

Some 59 countries were represented on the program, and 54 percent of all presenters came from countries other than the United States.

Other initial planning involved working through organizational nuts and bolts, including preparing publications such as registration packets, Congress programs, and newsletters and setting up subcommittees for the various planning areas—accommodations, hospitality, media support, registration, services for deaf participants, and volunteer coordination, for example.



Organizing an international Congress Preparations for the 17th International Congress on Education of the Deaf began two years before it took place. Robert Baker, Congress assistant secretary-general and manager of NTID's educational outreach department, played a key role in planning and organizing the six-day event.

Planning Activity Shifts Into High Gear

In 1988, NTID public affairs staff member Jean DeBuck was appointed as full-time Congress administrator to handle communication related to all areas of the Congress. She was responsible for mailings, processed registration forms, and was communication liaison for the subcommittees as well as registrants.

By 1988, Congress subcommittees, chaired by NTID and RSD faculty and staff members as well as Rochester community volunteers, began to meet on a regular basis. Congress registration packets also were prepared and mailed to potential participants.

"During the planning stages, committee members tried to think of every detail that needed to be addressed as well as problems that might be encountered and how they would be solved," says Robert Baker, Congress assistant secretary-general and manager of NTID's educational outreach department. "We presented different scenarios to help prepare people who would be answering questions at the Congress."

Julie Gascoigne, manager of convention planning and services for the Rochester/Monroe County Convention & Visitors Bureau, Inc., oversaw coordination of housing the participants and helped the committee find solutions to potential problems.

Such planning paid off; volunteers as well as staff members were well prepared to troubleshoot and answer a variety of questions on site.

"For those questions we couldn't answer right away, we rolled with the punches," Baker notes.

"I heard nothing but positive comments from people," says Gascoigne. "This was the largest international convention ever to take place in Rochester, and it was a huge success."

In the last few months and weeks before the Congress, a whirlwind of activity surrounded "Congress headquarters."

"During the last few weeks, we received approximately 50 phone calls or fax [facsimile] messages each day from registrants," says DeBuck. "People had questions about housing, funding, the program, and miscellaneous areas. It took considerable amounts of time to answer some of these questions because often the information had to be verified as it changed daily."

"The most difficult part of the job was trying to make sure all correspondence, which often arrived in a foreign language, was translated and answered in a timely fashion," DeBuck adds.

The 1990 Congress Begins

Two words that sum up the essence of Congress planning efforts are cooperation and coordination.

"Planning for the Congress was a real cooperative effort," says Charles Johnstone, co-chairperson of the media services committee and media services coordinator in NTID's instructional television and media services department (ITV). "Every move that our committee made affected other committees, so there was a lot of interaction."

Johnstone and Michael Barber, media co-chairperson who also is RSD's audiovisual technician, were responsible for managing the logistics of audiovisual equipment, including slide and overhead projectors, public address systems, and video playback equipment for presentations and induction loop systems for hearing-impaired participants. Frank Romeo, NTID's chief television engineer in ITV, coordinated the real-time graphics captioning.

Providing media support was a considerable responsibility since each of the 12 presentation rooms operated simultaneously during the Congress.



We meet again Dr. E. Ross Stuckless, Congress program planning committee co-chairperson and director of NTID's office for integrative research, warmly greets Dr. Peter Mba, president of the Nigerian Association of Special Education Teachers.

"We not only managed equipment, but also people," says Johnstone. "We literally had an army of people making sure equipment was working and that presenters knew how to operate it."

Equipment glitches did occur, as might be expected, but Johnstone, Barber, and their corps of media specialists, more than a quarter of whom were volunteers, kept in constant communication via walkie-talkies and were ready to address problems at a moment's notice.

Interpreting services was another area that had a virtual army of people working at the Congress. Some 80 spoken and sign language interpreters worked throughout the Congress to provide participants with access to presentations.

Room one of the Convention Center accommodates up to 2,000 people and was the site of all plenary and some concurrent sessions. In this room, spoken foreign language interpreters sat in soundproof booths and provided simultaneous translation in English, Japanese, and Spanish. Participants and interpreters who used spoken language interpreting services wore special headsets that allowed them to tune in to the translation.

In addition to the Congress' official spoken language interpreters, about 10 individuals from Rochester area public schools volunteered as interpreters; they answered questions, helped decipher forms, made phone calls, wrote letters, and assisted participants in locating meetings and workshops.

Arlene Evangelista, co-chairperson of the Congress volunteer/community affairs subcommittee and assistant director of government and community affairs at RIT, coordinated volunteer efforts of foreign language interpreters.

"I thought teachers would be a logical group to contact because of summer break," says Evangelista. "We were delighted with the response. Volunteers put in extra effort to facilitate the process and promote goodwill."

Evangelista's husband, Alessio, director of foreign languages for the Rochester City School District, who is fluent in Spanish and Italian, was one of the volunteers. He says the services he and others provided were well received.

"We took the anxiety away from those people whose first language wasn't English," he says. "The need for the service was as great as anticipated; at times, we were so busy that there were lines of people waiting to ask questions."

As with any large conference, there was more going on at the 17th International Congress on Education of the Deaf than simply meetings, panel discussions, and workshops. Participants found time to socialize, visit sights, and shop at area stores.

The six-day Congress also provided opportunities for participants as well as staff members and volunteers to make new friends with people from other countries and to learn more about other cultures. Here's a sampling of some of the humorous and warm happenings that took place during the Congress.

13-year pen pals meet—the Texas to Poland connection

Randy and Cecelia Beck from central Texas and Adam Kopera from Dynasy, Poland, may not appear to have much in common, but the three longtime correspondents had a lot to talk about when they met for the first time this summer.

Kopera, a hearing-impaired biologist, and the Becks have been pen pals for 13 years, but had seen one another only through the photographs exchanged with their letters. The Congress provided the perfect opportunity for the three to finally meet.

The Becks provided \$600 to help Kopera, a presenter at the Congress, make the trip. When Kopera had free time during his visit to Rochester, he spent it with his Texan friends, touring local points of interest such as the International Museum of Photography at the George Eastman House and the Genesee River falls.

Breakfast mishap—food for 20

A Peruvian visitor who attended the Congress got a lesson in technology—as well as breakfast—that she won't soon forget.

Fascinated by the box with numbered buttons on top of the television set in her Stouffer's Rochester Plaza room, Cecilia Ciccía, a neurologist from Lima, randomly pressed the buttons, experimenting without really knowing how they worked.

The following morning, she was awakened by a firm knock on her door. It was room service delivering the breakfast she had ordered. Ciccía insisted she had not ordered breakfast; the server insisted she had. She grudgingly accepted the breakfast, and rolled into her room was a cart filled with 20 glasses of milk and several servings of oatmeal.

Ciccía was horrified; in Peru, oatmeal is served only to pigs! Again, she insisted that she had not ordered oatmeal for breakfast. Yet, the server maintained she had. Ciccía was stuck. She paid the \$40 breakfast bill and shared the meal with other guests on her floor.

An hour later, while Ciccía was in the shower, she heard another knock at the door; room service was delivering another breakfast. This second breakfast cost Ciccía only \$16.

For the rest of the Congress, Ciccía was sure not to play with the box with numbered buttons.

Dreaming about Japan

Jina McGriff, Congress local arrangements committee chairperson and coordinator of special events in NTID's division of public affairs, met many interesting people throughout the week. One in particular was a Japanese interpreter, Hiroko Horie.

Nearly every day during the Congress, the two visited each other. Toward mid-week of the Congress, Horie told McGriff that if she planned to go to an upcoming conference in Tokyo, Japan, she could stay with her to save money. Horie also said McGriff was welcome to stay at her home if she ever visited.

"I got the impression that Hiroko lived in Japan," says McGriff.

Anticipating accommodations with her new friend, McGriff began dreaming of a trip to the Orient.

On the last day of the Congress, however, when the two exchanged addresses, McGriff was surprised to learn that Horie lives in Morristown, New Jersey.

Misplaced luggage and a new friendship

Susan Miller, a Congress volunteer who coordinated hospitality at the Greater Rochester International Airport, made a good impression on Meg White of Bristol, England, despite mistakenly giving her luggage to someone else.

White had set her luggage down by the Congress information table at the airport when she went to check on the bus schedule. In the meantime, another Congress participant approached the table and talked with Miller for a few minutes before he had to catch his bus. Seeing what she thought was his forgotten luggage, Miller helpfully put the suitcases on the bus just as it was about to leave.

When White returned, the women realized the mistake.

"We spent the rest of the day looking for the luggage," says Miller. "Meg was very understanding, and I really appreciated her good nature about the mishap."

The luggage was found later that day. During the Congress, the two women spoke to each other daily and even attended the Thursday night gala together. They plan to keep in contact.



Keeping up with correspondence Jean DeBuck, Congress administrator, smiles despite an influx of registration forms as well as other correspondence from both national and international participants.



A friendly greeting Tom Jennings, member of the local chapter of Self Help for Hard of Hearing People, Inc., left, was among some 30 volunteers who were on hand at the Greater Rochester International Airport during the Congress' opening weekend to welcome participants like Sita Ram Maskey, teacher of deaf students in Dharan, Nepal.

Some 37 Congress interpreters for deaf participants also provided services in American Sign Language, signed English, and Gestuno (an international sign language) during the plenary sessions and some of the concurrent sessions. These interpreters were stationed on stage in front of the room. In addition, oral interpreters also were available.

"Interpreters for deaf people were hired from throughout the United States," according to Liza Orr, Congress interpreting services committee chairperson and director of NTID's department of interpreting services.

Approximately nine months before the Congress, a selection committee developed a call for interpreters that was advertised throughout the country.

"More than 150 applicants were interested in auditioning for the available positions," says Orr. "The large number was indicative of the interest in working at the Congress."

A selection committee of deaf and hearing members rated the individuals and selected "the cream of the crop." In addition to the pre-scheduled assistance that was available, interpreting services also provided support on an as-needed, as-available basis by having unassigned interpreters on call during the Congress.

"We were fortunate to have established strategies and systems that served interpreters, presenters, and participants well," says Orr.

"We were in touch with presenters every day and obtained copies of their presentations so that interpreters could prepare," she adds.

All Work, No Pay

Volunteers provided a range of services—hospitality, registration, room monitoring, and information assistance—during the Congress.

Volunteers played a key role in welcoming participants to Rochester and helping them find their way to housing accommodations and the Convention Center or to the various sessions, which were located in two separate facilities.

"It was wonderful the way the community worked together," says Susan Miller, a member of the Congress local arrangements committee and president of the Women's Council of RIT, who coordinated volunteer efforts at the Greater Rochester International Airport.



The finishing touches James Orr, outreach coordinator in NTID's performing arts department, adds final strokes to artwork that provided the backdrop for the opening reception at the Memorial Art Gallery.

As registrants arrived at the airport, hospitality volunteers, who wore Congress T-shirts so that they were easily identifiable, greeted the travel-weary visitors. For many of the participants, it was their first introduction to the area.

"The volunteers were ambassadors of Rochester," says Baker.

A hospitality lounge was set up in an airport conference room so that travelers could relax and have refreshments while they waited for their buses.

Although the local chapter of Self Help for Hard of Hearing People, Inc. (SHHH) was not a sponsor of the Congress, about 30 of the group's members volunteered to staff the lounge during the Congress' opening weekend.

Miller, SHHH regional coordinator, says communicating with participants from other countries, who often spoke or signed in another language, was not really a problem.

"It was fun to learn different ways we could communicate with one another," she says, adding that a smile is a sign of warmth in any culture.

Although the Congress was an exciting experience for volunteers, the continuous schedule of activities sometimes left them weary.

Volunteers Serving Volunteers

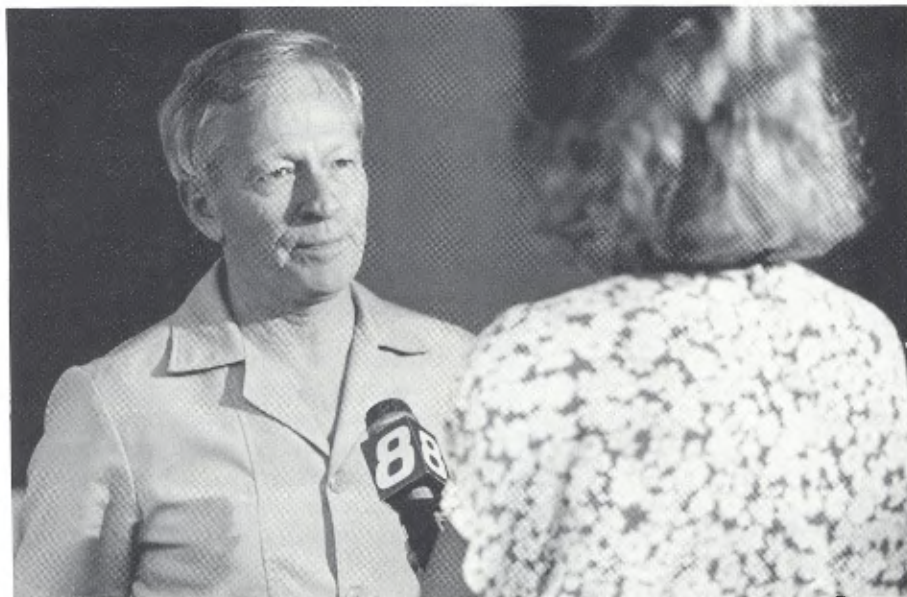
To give volunteers a place to relax away from the hub of Congress activities, a volunteer hospitality room was set up at the Genesee Plaza Holiday Inn across the street from the Convention Center.

The room, which offered a quiet place to have a cup of coffee and snack, was staffed throughout the Congress by fellow volunteers.

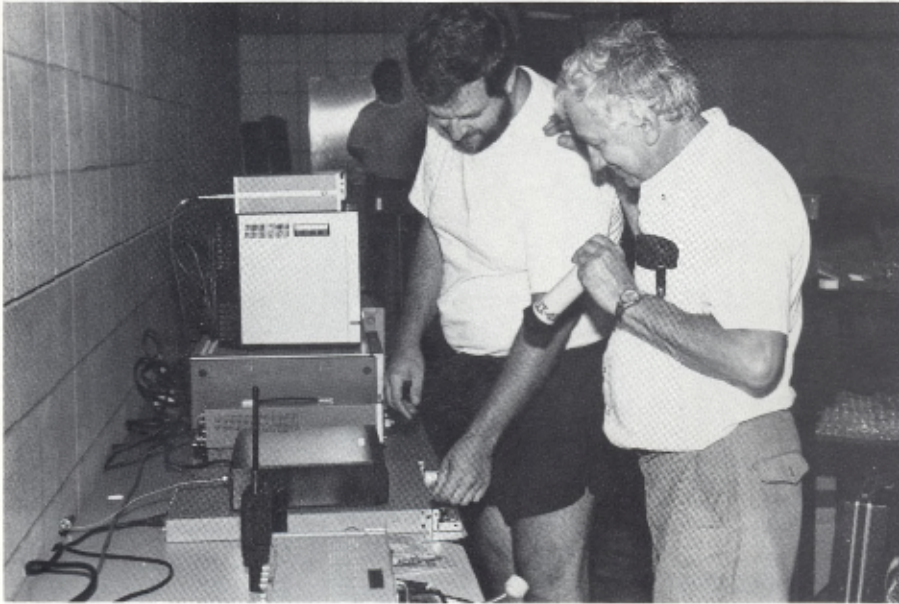
"More than half of the food and refreshments was donated by local supermarkets," says Gail Boorum, a member of the local arrangements committee who coordinated resources for the volunteer hospitality suite.

In addition, explains Boorum, administrative assistant to the superintendent at RSD, volunteer bakers also provided homemade treats.

"The room was used quite a bit by volunteers, so it was difficult keeping it stocked," she says. "It was hard but enjoyable work, and it was exciting to be part of the Congress."



In the news Dr. William Castle, Congress secretary-general, director of NTID, and vice president for government relations for RIT, talks with WROC-TV Channel 8 reporter Robin Taylor.



Checking equipment William Anilosky, television operations engineer, left, and Frank Romeo, chief television engineer, both in NTID's instructional television and media services department, were just two recruits in the small "army" of media specialists who kept equipment running throughout the Congress.

Food, Feathers, Festivities

A host of volunteers also donated their time, energies, and good spirits to making the opening reception at the University of Rochester's Memorial Art Gallery a memorable occasion for all in attendance.

"It was magnificent to see how much everyone enjoyed the event," says Patricia Billies, visiting assistant professor in NTID's physics and technical mathematics department, who co-chaired the Congress hospitality subcommittee with Joyce Bossard, home economics teacher at RSD. "It gave a tremendous sense of satisfaction to see it all work so nicely."

The reception was a sensory treat for the eyes as well as the palate. Planning for the extravagant affair began a year earlier with committee meetings to decide on the theme, arrange for catering, and select the reception site.

"We wanted to design an event that went beyond language and cultural boundaries," explains James Orr, outreach coordinator in NTID's performing arts department, who planned entertainment and the elaborate decorations for the evening. "We also wanted something that was unique to the United States, and that's when we thought of Hollywood and the Silent Movie era."

A "Roaring Twenties" theme was chosen, and three large festival tents on the gallery grounds were decorated with Art Deco, Silent Movie, and Speak-easy motifs complete with lavish decorations and costumed characters such as Charlie Chaplin, Mae West, and the Keystone Cops.

Some 37 costumed characters mingled throughout the crowd, and another 16 entertainers, who also were members of the work crew that built props and set up decorations at the festival tents, helped make the event an evening to remember.

To get guests into the party mood, volunteers handed them strands of faux pearls, arm garters, and feathered headbands as they arrived.

Once dressed with the proper accessories for the evening's theme, guests were treated to a variety of culinary delicacies from around the world. Chapel's, a local French restaurant, catered the event.

"We did a lot of research on foods native to the countries that would be represented at the Congress," explains Colleen Broman, who, along with her husband, Greg, a professional chef, owns and operates the restaurant. The restaurant's staff was formidable; 72 servers and 16 chefs worked the reception. Since all the foods were made from scratch, the fleet of chefs had worked around the clock for nearly three weeks preparing the delicacies.

Foods ranged from sauteed sea bass to pork and garlic wontons to artichoke heart fritters.

"This was the largest single event we've ever done, but everything was so well planned it went off without a hitch," says Broman. "It seemed like we were doing a party for 100."

Feeding a group of nearly 2,000, however, requires massive amounts of food. For instance, an often-replenished 32-foot long antipasto tray, 2,000 petits fours, 3,000 cold canapes, 3,000 cold steamed mussels, and nearly 2,000 hot finger foods are just a small sampling of the numbers and varieties of tasty morsels served.

The Party's Over

It was a hectic week—in fact a hectic two years—for organizers and volunteers, but all agree that working on the Congress was a wonderful experience.

"Through working on the local arrangements committee, I met many new people and renewed old friendships with people at NTID," says Gascoigne, who formerly worked at NTID.

"It was a wonderful week of being with people from all over the world," adds Miller. "I felt privileged to be a part of it."

Baker, who had been involved with behind-the-scenes Congress preparations since the bid was awarded, says it was a lot of work, but that he would do it all again—using the information he learned working on the 1990 Congress.

"The spirit of teamwork among planners and volunteers, coupled with the cultural diversity of Congress participants and the atmosphere of information sharing on an international level," concludes Castle, "was extremely exciting and rewarding for everyone."



The Secret Is Out!

Throughout the country and through EDOP,
NTID spreads its knowledge

by Kathleen Smith



Sooner or later, someone was bound to ask the question: With its experience, resources, and talents, how would NTID share its secrets with the world?

The question *was* asked—in 1985, by the Senate Subcommittee on the Handicapped, which requested that NTID “share its knowledge and resources with deaf audiences nationwide and with those who have an impact on them.”

That request was in line with the Institute’s original mission statement, which directs NTID to “...prepare professionals to serve the nation’s deaf population and...to conduct applied research into the social, educational, and economic accommodations of deaf people.”

The result of that subcommittee query is NTID’s Educational Development Outreach Project (EDOP), which, since its inception, has been under the leadership of Dr. T. Alan Hurwitz, associate vice president for outreach and external affairs. In September, NTID graduate Gerard Buckley assumed direct responsibility for EDOP when he joined the Institute as chairperson of the department of summer career programs and outreach development.

EDOP consists of six committees that incorporate strategies developed at the Institute to address the needs of employers of deaf people, deaf adults, English language development educators, mathematics and science educators, parents of deaf children, and support service personnel.

“Educational outreach at NTID is now well underway,” says Hurwitz. “Some of our projects are ready for full-scale implementation, and we anticipate development of others, particularly those related to literacy, entrepreneurship, and technical skills to enhance deaf adults’ mobility in the workplace.”

Of the six EDOP groups, the most well-traveled no doubt is the Employer Outreach Project team, which for the past three years has logged thousands of miles nationwide in an effort to encourage the employment and promotion of qualified deaf individuals.

The team delivered its message to employers in three cities in 1988, five last year, and six in 1990. Team leader Karen Hopkins, director of the division of career opportunities, has set her sights on cities in California, Florida, Massachusetts, Michigan, New York, and Texas for 1991.



Sharing smiles...and secrets Several members of NTID's outreach teams gathered in May after making presentations to the Institute's National Advisory Group. They are, clockwise from left, Dr. Betsy McDonald, assistant professor in the English department; Katherine Voelkl, assistant professor in the applied art department; Dr. Paula Brown, assistant professor in the speech/language department; Linda Iacelli, senior career opportunities advisor in the National Center on Employment of the Deaf (NCED); Karen Hopkins, director of the division of career opportunities; Paul Seidel, senior career opportunities advisor in NCED; Dr. Elizabeth O'Brien, associate professor in the technical and integrative communication studies department; Dr. John Cox, chairperson of applied art; Dr. Bonnie Meath-Lang, chairperson of technical and integrative communication studies; Frederic Hamil, chairperson of the applied science/allied health department; Dr. T. Alan Hurwitz, associate vice president for outreach and external affairs; Dr. Edward Lichtenstein, assistant professor in English; and Dr. Vincent Daniele, associate professor in the physics and technical mathematics department.

Hopkins' group identifies cities it visits as "cold" (difficult for deaf people to get hired); "warm" (NTID is a known commodity, and companies are receptive to its workshop invitations); or "hot" (several companies hire deaf people, and the community is receptive to information and workshops). The training offered is tailored to match each city's needs.

The team's offerings include "Working Together: Deaf and Hearing People," which offers strategies for communicating with and integrating deaf employees into the work force; "Train the Trainer," which prepares personnel to offer "Working Together" to their own supervisors and co-workers; and "Getting Your Job Done," which encourages personnel officers to consider hiring deaf employees.

In response to feedback from NTID alumni and other deaf adults, the team has added a new workshop, "Climbing the Career Ladder," which has been presented in Rochester and Seattle. This program focuses on job search strategies, résumé development, interview

preparation, and follow-up for deaf job seekers. The workshop will be marketed in selected cities during 1991.

"Our outreach challenge is twofold," Hopkins says. "We must continue to find employers who are receptive to hiring deaf people, and we must aim to make this program, like all outreach programs, self-supporting."

While the employer group travels the country, the Deaf Adults Outreach Project team stays closer to home, seeking participants for workshops offered at NTID during the summer months.

"It's almost summer! Time to go to the beach...travel to the ballpark...head back to class?" So begins a flyer describing the "Computer Graphics for Graphic Artists" workshops offered by this team. The workshops are designed to keep deaf employees in the art field up to date with skills they need to succeed in their jobs.

"The basis of our efforts has to do with the phenomenal changes that have occurred in the art field during the past 10 years," says team member and workshop coordinator Dr. John Cox, chairperson of the applied art department.

"Computers have now made it possible to do many of the traditional hand skills in a fraction of the time. We needed to find some way to share these computer skills with people who hadn't already been exposed to them."

Computers play a big role in how the English Language Development Educators Project team seeks to provide deaf students with "earlier and more complete access to English," says Dr. Betsy McDonald, team leader and assistant professor in the English department.

In May, the team presented an all-day workshop for the Rochester chapter of Support Service Personnel, a group of elementary and secondary school educators and support staff members.

The workshop described the innovative—and interactive—methods developed at NTID to teach English to deaf students, including a cooperative writing venture between student and teacher called "Dialogue Journals"; "Composition Enrichment: A Vocabulary Learning Tool," a procedure that uses nonverbal films and student compositions to teach English vocabulary; "Natural Language Computer Programs for Reading and Language Instruction," computer software that features interactive fiction programs during which students become characters in a story, solve problems, and control the action; and a research application titled "The Use of Storytelling to Aid Inferencing Skills," which uses storytelling to chart students' language and thinking skills.

"Our goal for next year," says McDonald, "is to continue to refine our information so that we can expand our presentations."

The Mathematics and Science Educators Project team knows about expansion—the group this summer built upon the success of last year's math and science workshop and hosted in July its second week-long program for individuals and teams from school districts around the country.

A \$27,000 grant from Citicorp/Citibank helped offset travel expenses for participants and increased the attendance from 19 in 1989 to 43 this year. More than 100 people applied to the program.

"A dozen states were represented this year," says Frederic Hamil, chairperson of the applied science/allied health department and one of the workshop's coordinators. "Participants learned about support services, problem solving, and aspects of deafness as they relate to teaching and learning."

"We stressed the practical, not theoretical," Hamil continues. "We're especially interested in working with teams of educators who represent large numbers of hearing-impaired students."

The team will get its chance to do just that, since fellow workshop coordinator Dr. Vincent Daniele, associate professor in the physics and technical mathematics department, has secured a \$30,000 grant for the workshop. This New York state inservice teaching education grant will allow the workshop "to go on the road," says Daniele, who will present it this fall in Albany.

While the math and science group focuses on teaching educators, the Parents of Deaf Children Project team looks to another important resource—parents—to ensure that deaf students have good educational opportunities.

In April and May, the team hosted two career exploration programs for hearing-impaired adolescents and their parents. A parent advisory group that represents parents of hearing-impaired children in the greater Rochester area requested the programs.

"The idea was to give these students a feel for college," explains Dr. Elizabeth

O'Brien, associate professor in the technical and integrative communication studies department. "The parents wanted an opportunity for their hearing-impaired adolescents to talk with some NTID students to learn what motivated them to go to college."

Part of O'Brien's reason for hosting the group at NTID was so that she could have the sessions videotaped for subsequent viewing by parent groups in small communities around the country.

As O'Brien explains, "Young deaf people need role models. And parents

need to see that their deaf children can have positive futures."

O'Brien envisions future videotapes that will feature examples of successful deaf adults.

The parents outreach team also will produce a series of videotapes in collaboration with the Maryland School for the Deaf's early intervention/family education department.

The school has 18 years experience in assisting and educating parents of deaf children. The project will involve videotaping parent meetings where topics of interest to other parents of deaf children are discussed.

"We want to use technology to bring this information to families throughout the country," O'Brien says. "We can then follow up with printed materials."

Printed materials are the specialty of the Support Service Personnel team, which in 1989 completed the *National Task Force Report on Educational Interpreting*. This document reviews the state of the educational interpreting profession and has been distributed to 700 school districts, interpreters, and interpreter training programs.

NTID will assemble the document into book form sometime this year.

The Support Service Personnel team plans to offer workshops in the coming year on "The Deaf Student in the Mainstream," "Student Power: Using Support Services Effectively," and "Educational Interpreting in the Mainstream Classroom."

Team leader Joseph Avery, associate professor in the support service education department, has tapped into the New York State Special Education Training and Resource Center Network to exchange information and promote the outreach workshops.

"We want to offer a variety of programs so that districts can choose the most relevant training," Avery says. "We hope eventually to expand beyond the state to a national scale."

Each of NTID's outreach teams is committed to sharing the Institute's collective expertise.

"These activities could not have been accomplished," Hurwitz says, "without our dedicated faculty and staff members and advisors."

As long as the need exists, he adds, NTID's educational secrets will be told.



Teacher education Top, audiologist Linda Bement fits a math and science workshop participant with a "masker" to simulate deafness; bottom, Daniele holds a group's attention during a discussion.

Remember the four 'P's' of marketing," Dr. Joan Inzinga, assistant professor in NTID's business occupations department, reminds students as they prepare for an end-of-the-quarter field trip to the Bausch & Lomb Frame Center in Rochester, New York.

The four "P's"—product, price, promotion, and place—are key points students in the School of Business Careers' "Fundamentals of Marketing" course focus on throughout the spring quarter. The elective course is typical of the learning-by-doing philosophy practiced in many NTID classrooms.

"All the concepts that students have learned are pulled together during the field trip and presentations by marketing professionals," explains Visiting Instructor Karen Covert.

"Marketing comes alive for students at this time," adds Covert. "The concepts aren't just words on the page. Students experience marketing firsthand, and that's where the excitement comes in."

"It's a perfect example of the corporate connection," says Inzinga, who, in addition to teaching two of seven course sections, contacts local businesses and arranges the field trips. "Rochester is a tremendous resource for this class. We're able to make use of local business expertise."

Previous classes have visited a Taylor Corporation winery; Corning Glass manufacturing center; Wegmans supermarket corporate headquarters and distribution center; Eastman Kodak Company distribution centers; and Champion Products manufacturing headquarters.

"This area has some of the world's finest distribution systems, and for those vast resources to go unnoticed by students would be a waste of a learn-

ing opportunity," says Dr. Harold Farneth, professor in the business occupations department.

This year's Bausch & Lomb tour, the 11th such field trip to a Rochester corporate headquarters or manufacturing and distribution center since 1980, provided the aspiring business professionals with a look at how the four "P's" work together in a company's marketing strategy.

During the field trip, students learned about fundamentals behind production and also had opportunities to talk with machine operators, managers, and marketing representatives about products.

When students took the Bausch & Lomb tour, they saw how two products—Ray-Ban Classic Metals and Wayfarer sunglasses—were manufactured and how product quality fits into the overall marketing picture.



Made in the shade Dr. Joan Inzinga, assistant professor in NTID's business occupations department, center, and students Scott Craig and Kertrealier Smith model the sunglasses they saw being produced during a tour of Bausch & Lomb's Frame Center.

NTID CORNERS THE MARKET ON

THE BUSINESS OF LEARNING

by Beth M. Pessin

Adjunct faculty member Sister Rosemary Sherman notes that students were impressed with the many steps involved in making the popular sunglasses. "Students didn't have a strong concept of the intense amount of labor involved in producing such a product, and they found that interesting," Sherman says.

Students learned that each production step relates to product quality.

"Now I understand why Ray-Ban sunglasses cost so much," says Kertrealier Smith, a first-year accounting student from Kankakee, Illinois. "It takes a long time to make the sunglasses because there are so many steps involved, but that's what contributes to the quality of the individual pieces."

Lisa Drucker, a second-year accounting student from East Northport, New York, says that before taking the class she thought marketing was easy.

"Now I know how important it is to apply the four 'P's,'" she says. "It's important to come up with new product ideas, test, and change them according to the likes and dislikes of the target group."

"If you have a good product, all the other 'P's' fall into place. Product is the number one element in marketing," Thomas Ruff, product manager for Bausch & Lomb's Classic Metals line, told some 100 students who attended an on-campus presentation following the second 2½-hour tour. (Because so many students are enrolled in the marketing course, the classes visited the Frame Center in two separate groups.)

Students from NTID's Business Club invited members of the RIT Collegiate Chapter of the American Marketing Association and fellow RIT marketing students to attend the special presentation by four Bausch & Lomb product managers.

"It was an information-sharing session as well as a great way to build a bridge of knowledge between deaf and hearing students," Inzinga says.

In addition to sharing their expertise, the managers presented a point-of-purchase video advertising campaign on the newly developed DKNY and LEVI's sunglasses. Point-of-purchase videos reinforce an individual's decision to purchase a product or entice the individual to look more closely at a product, which may lead to a purchase.

"We made the presentations visual so that they would be interesting," says Sondra Wellmerling, assistant product manager. The videos, geared to the 18-to-mid-20s age group, featured snappy, fun-in-the-sun vignettes and were well received by marketing class members.



The grand tour Top and bottom, students and faculty members from the "Fundamentals of Marketing" course on a tour of Bausch & Lomb learn how the company manufactures and markets its sunglasses. Bausch & Lomb representatives answered questions about the various steps involved in producing the sunglasses.



Hometown economics Inzinga, second from left, discusses class research projects on companies located in students' home states with, from left, students Smith, Lisa Drucker, and Craig.

Wellmerling adds that managers also tied information to the four "P's" of marketing so that it was applicable to what students had learned in class. In addition to garnering direct experience from the field trip and on-campus presentations, students learned from class examples and their own research projects.

During the first week of class, each student selected a Fortune 500 company to research and, throughout the quarter, obtained detailed information ranging from the company's top competitors to annual sales figures to advertising strategies. By the end of the quarter, students were familiar with all aspects of their chosen companies.

Students are encouraged to select businesses from their home states so that they better understand how business influences local economics. According to Inzinga, the home state angle piques students' curiosity about local businesses and also provides them with an opportunity to learn about companies that may employ friends or relatives.

This year, students conducted research on an impressive array of companies—General Foods Corp.; Helene Curtis Industries, Inc.; Hershey Foods Corp.; HJ Heinz; John Deere & Co.; and Anheuser-Busch Cos., Inc., to name a few.

"Linking course work with a Fortune 500 company helps motivate students because they've seen and used some of the products they are researching," notes Sherman.

Students conduct library research, contact companies for materials, search current business magazines for company updates and progress reports, and then synthesize the information into research projects from which they make class presentations.

Smith selected General Foods, which has a manufacturing center in Kankakee, for her research project. She wrote to the company requesting general information and details about its products.

"I was surprised that General Foods made so many of the products that I see every day," Smith says.

Likewise, Scott Craig, a second-year data processing student, was amazed at the range of products produced by HJ Heinz, whose headquarters is in Pittsburgh. Craig, of Mt. Braddock, Pennsylvania, says he thought the company produced only ketchup. As he began delving into company reports listing various product lines, however, he discovered that the company also manufactures Weight Watchers products, Ore Ida frozen potatoes, and Starkist tuna.

Craig says the course helped him better understand the dynamics of the business world and the relationship between products and marketing.

"The class changed my mind about how businesses operate," he says. "There are so many steps involved in making a business successful, and the most important is marketing. Without marketing, it's hard for a business to succeed."

"The course has helped me understand the business world a little better," agrees Smith. "I have learned about the different steps a company goes through to market a product, like government inspection requirements and testing a new product. I didn't know there were so many steps involved just to produce one product."

It's not only the students who do their homework, though. To reinforce ideas and help clarify abstract concepts presented in class, Inzinga, Covert, Farneth, and Sherman continually "plug in" information about the company that students will tour.

"Coordinating the information is a tremendous team effort," says Inzinga.

"Every time we introduced a new concept, we showed how it relates to Bausch & Lomb," adds Covert. "The field trip then provided reinforcement for everything students had learned."

The learning-by-doing approach helps students connect the four "P's" of marketing to real-world business operations. And it's this type of teaching strategy that prepares students for their real-world careers.



FOCUS On...

Eleanor Rosenfield

by Lynne Bohlman

When Eleanor ("Ellie") Rosenfield attended her 20-year high school reunion this summer, she took with her great pride in the accomplishments of others.

While other members of the Shaker Heights (Ohio) High School Class of 1970 reminisced about closing big business deals, programming computers, and marketing new products, Rosenfield, chairperson of NTID's human development department, recalled the hundreds of students she has known, dozens of staff members she has mentored, and "life and death" issues she has dealt with during her 14 years at RIT.

She talked about the pain of coping with a student's suicide during her first year at RIT and of her satisfaction in helping to empower NTID students who, during the past few years, have protested in support of issues of importance to deaf people.

She also told her high school friends of her fear for the life of a resident advisor who, she later learned, safely slept through a residence hall fire and of her pride in attending the graduation ceremonies of two staff members who earned doctoral degrees.

Most of all, though, Rosenfield talked about tearing down barriers.

"It's a dynamic time for deaf people," she says. "Within deaf education, we're beginning to break down barriers between deaf and hearing people in order to allow students to be the best that they can be."

Removing barriers and helping others "be the best that they can be" have been constant themes throughout Rosenfield's tenure at RIT. Since her arrival in the summer of 1976, she has worked as area



Tearing down barriers, building up people Eleanor Rosenfield, chairperson of the human development department, has spent 14 years at RIT removing barriers and helping students "be the best that they can be."

complex director, administering a residence hall complex that housed 750 deaf and hearing students; campus life specialist, extending an awareness of deafness to other mainstreamed residence halls; and staff chairperson of NTID's student life team, providing services and programs to foster development of students' personal and social skills.

In 1986, she moved into her current position, in which she supervises 12 faculty members in three areas—physical education and athletics support, psychological services, and student life—that serve outside-of-class student development needs.

"An ongoing challenge Ellie has faced in all her positions," says Dr. Jeffrey Porter, assistant dean and director of general education programs, "is continuing to find ways of breaking down barriers between people.

"Ellie is interested in creating environments that accommodate people rather than separate or devalue them," he adds. "The enormous respect she has earned reflects her effectiveness in accomplishing this."

According to staff members, Rosenfield certainly has created such an atmosphere within the human development department.

"She's been able to create an environment where deaf and hearing people really are equal," says Dr. Thomas Holcomb, developmental educational specialist on the student life team. "She would not tolerate anything less."

Half of the department staff is deaf, Holcomb says, and everyone is sensitive to communication issues.

"I really feel that this department is a model for our students and other departments of how deaf and hearing people can complement each other," he says.

"When I first started here, there were no other deaf people on the team. Although I was not the most experienced applicant, Ellie made a point of bringing in a deaf person," adds Holcomb, who this spring earned a doctorate from the University of Rochester.

Rosenfield recalls exhausting her personal and professional networks eight years ago before locating Holcomb, then 22.

"I really wanted a deaf person for that position," she says. "Students were thirsty for a role model."

Rosenfield's department has more than mere equal representation; it also is fertile. Faculty members are encouraged to grow and develop new skills.

"In this department," Holcomb says, "the sky's the limit; we're not afraid to try outrageous things. Ellie once rode a bicycle across Europe—that's the kind of spirit she brings to the department.

"We always feel safe to take risks," he adds. "Ellie encourages staff members to try new things. She gives people an opportunity to fail. There's no pressure to do it right the first time every time."

"Ellie picks up on areas that you want or feel you need to grow in and comes up with ideas to address them," says Dr. Teena Wax, staff chairperson of psychological services. "For example, I was interested in improving my management skills, and she suggested people on campus who could mentor me and identified workshops I could attend.

"Ellie has an incredible knowledge of the NTID system," Wax adds. "She has a knack for identifying people, resources, and information. She's a walking encyclopedia of the NTID system."

Dr. Elaine Spaul, associate RIT vice president for student affairs, agrees.

"She's a wonderful resource for student affairs," Spaul says. "Ellie is one of those people I can really count on. If I have a problem related to NTID or deaf students, I call Ellie. She's held so many positions here and has so much experience, she's able to make informed suggestions."

Rosenfield didn't always have an encyclopedic knowledge of NTID and deafness, however. Her sign name is a constant reminder of her early years at RIT.

"Students came to me all the time asking, 'Where is...?' 'What is...?'" Rosenfield says. "My response always was, 'I don't know.'" That's how Rosenfield got her sign name—the "don't know" sign made with an "e" handshake.

Fresh out of Indiana University at Bloomington with a master's degree in education, Rosenfield initially planned to put in two years at RIT and move on.

"There's no way I could have imagined staying here 14 years," she says, "but it's a good fit. This is an exceptional place to work, with exceptional students. Besides, deaf culture fits my personality—I'm a toucher," she adds, referring to the tendency of deaf people to touch each other frequently when communicating.

Though her current position does not require her to have as much direct contact with students as she used to, Rosenfield still profoundly affects student life through the classes she teaches, individual students she counsels, and the educational philosophy she promotes.

As an administrator, Rosenfield has worked to ensure that her department not only provides student services, but also is "student centered." In the past, she explains, the department sometimes operated on the "faulty assumption that it somehow had to help students make up or catch up."

"Our attitude is not, 'You need remedial work in life,'" she says. "We feel that students are bright and capable, and that with challenge and support, they will do it all. The Institute's responsibility is to create programs and opportunities that help students be what they can be, whatever that is for each individual."

And Rosenfield feels strongly that those developmental opportunities are not found strictly in the classroom.

"There's been a lot of attention on the academic achievement of deaf students," says Rosenfield. "I feel, though, that the social, emotional, and physical development are of equal importance to a balanced, healthy individual. If you pay attention to only the intellectual component, then the wheel won't go 'round.'"

Rosenfield cares deeply about the healthy development of students. She always is willing to push aside administrative work to talk with students—then stays late into the evenings to finish paperwork. She visits students who are hospitalized and attends almost all student activities.

Although Rosenfield is dedicated—and well known for her quick laugh—she does not have a reputation for being a "softie." One colleague describes her relationship with students as "tough love"; another calls it "a firm caringness."

"Students respect and trust Ellie because she exudes a 'caringness,'" says Porter. "Students pick that up quickly; it's not superficial. Yet, she's firm with students and not easily snowed. Her caring for students doesn't keep them from learning hard lessons, but Ellie's the kind of person who will be there when they're picking themselves up and deciding where they want to go from there."

"She's such a good listener and good at reading people's problems," says Lewis Lummer, a student leader who took Rosenfield's "Love, Marriage, Family" class last spring. "She always has time... I think she's an easy person to trust.

"I learned from her how to encourage students to confront problems. We also talked about how I could help people develop leadership skills," adds Lummer, who graduated in the spring with an associate degree in civil technology.

As good as she is at helping students be as strong as they can be, Rosenfield's equally good at mentoring faculty members.

"Ellie's management style is supportively flexible," says Louann Davies, educational specialist on the physical education and athletics team. "She's allowed me to be myself, succeed, and accomplish what I want.

"Ellie has a knack for getting people together and getting things done."

Rosenfield learned these people skills at summer camp. Between the ages of 10 and 22, Rosenfield attended Camp Arowhon in Algonquin Park, Canada, first as a camper, then as a counselor, and finally as a section head.

"I learned a lot about cooperation and making a group work together," she says.

It's also where she first learned about breaking down barriers. Rosenfield was a member of the first-ever women's crew to make a 15-day canoe trip through the park's waterways to North Bay.

Today, Rosenfield still is working to remove barriers, and at her 30-year high school class reunion, that probably will continue to be a subject of conversation.

"Even if you remove barriers," she says, "they sometimes pop back up. Like potholes in Rochester, they require constant attention."

Castle Installed as Bell Association President

Dr. William Castle, director of NTID and vice president for government relations for RIT, was installed as president of the Alexander Graham Bell Association for the Deaf during the organization's Centennial Celebration. The ceremony took place July 27 at the Omni Shoreham Hotel in Washington, D.C.

Castle, who was Bell Association president from 1982-84, intends to devote this two-year term to helping expand opportunities for hearing-impaired people who choose oral communication as a means of becoming more fully integrated into the mainstream of society.

Not Just Any Ol' Telephone

A visit to the pay phone in the reception area outside NTID's Visitors Center may elicit a welcome surprise.

The telephone is equipped with a telecommunication device for the deaf (TDD), which is housed in a metal drawer mounted beneath the unit. The phone is one of 10 such units installed this summer throughout Roches-

ter, including two on the RIT campus.

The installation of the units was made possible through a cooperative effort among Ultratec of Madison, Wisconsin, which manufactures and distributes the payphone/TDD units; Rochester Telephone Corporation, which purchased and installed the units; and NTID, which initiated the effort and served as technical consultant.



A drawer with a welcome surprise
Dr. William Castle, director of NTID and vice president for government relations for RIT, demonstrates how to operate one of two payphone/TDD units recently installed on the RIT campus. The units are among 10 currently in place in the Rochester area.

NEWSMAKERS

- **Keith Cagle**, instructor in the sign communication department, was awarded the 1990 William C. Stokoe Scholarship at the National Association of the Deaf convention in July. The scholarship is presented annually to a deaf graduate student developing a project in the area of sign language or the deaf community. Cagle, who will work toward a master's degree in educational administration from California State University at Northridge, has been writing a book titled *Conflict and Culture in Deaf and Hearing Interactions*. Also this summer, Cagle was elected president of the Sign Instructors Guidance Network, a national organization and certifying body for sign language teachers.

- **Dr. Diane Castle**, professor in the technical and integrative communication studies department, and **Dr. James Marsters**, member of NTID's National Advisory Group, received in July the 1990 Honors of the Association, the highest form of recognition from the Alexander Graham Bell Association for the Deaf. Castle was honored for her service to the association's oral interpreting committee and as an oral interpreter. Marsters was recognized for his contributions as one of the founders of the Oral Hearing-Impaired Section.

- **Dr. William Castle**, director of NTID and vice president for government relations for RIT, and **Paul Taylor**, associate professor in the data processing department, were among those invited to President George Bush's signing of the Americans with Disabilities Act (ADA) July 26. Both Castle and Taylor presented testimony to Congress in support of the ADA, often described as a "declaration of independence" for those with disabilities.

- **Dr. Karen Christie**, assistant professor in the English department, received a doctorate in August from the University of Pittsburgh. Her dissertation, titled "A Descriptive Study of the Conversations of Young Deaf Learners of Sign Language Interacting With Native and Non-native Signing Peers," explains how deaf sign language users as young as 10 years old can simplify their communication for younger, unskilled signers.

- **Dr. Thomas Holcomb**, assistant professor in the department of human development, hopes to "make mainstreaming a better experience than it is now for many deaf students." His dissertation, titled "Deaf Students in the Mainstream: A Study in Social Assimilation," earned him a doctorate in May from the University of Rochester.

- **Robert Keiffer**, associate professor in the construction technologies department, received the Eisenhart Award for Outstanding Teaching May 7 in RIT's Ingle Auditorium.

- **Dr. Marie Raman**, assistant dean and director of the School of Science and Engineering Careers, received her doctorate May 3 from the University of Rochester. Her dissertation, titled "A Critical Analysis of the Notion of Algebraic Equations in the Secondary School Curriculum," suggests ways to improve methods for teaching mathematics.

- **Dr. Marcia Scherer**, instructional development and evaluation specialist in the instructional design and evaluation department, recently joined the board of editors for *Technology and Disability*, a quarterly journal of applied research in the field of rehabilitation technology. During the summer, she shared her research with colleagues in California and Washington, D.C., and presented a paper in Sweden. Her research reveals that people with disabilities are demanding opportunities to live more independently, and assistive technology devices such as hearing aids enable them to do so. She also made a presentation at the 17th International Congress on Education of the Deaf in July.

- **School of Visual Communications (SVC)** is the new name for what formerly was called the School of Visual Communication Careers. The change, says Dr. Thomas Raco, the school's assistant dean and director, reflects the academic nature of SVC programs and helps to better align those programs with industry.



International students add a new wrinkle to NTID
International students entered NTID's doors for the first time this year. Of the 276 Summer Vestibule Program participants, 15 were Canadians and one was Japanese. Draped with the Canadian maple leaf of their national flag are, from left to right, Lynn Winklemaier, from Niagara Falls; Tammy Vaters and Paula Knight, from Newfoundland; and Joanna Karp, from Ottawa.



Dear Friends of NTID,

RIT's relationship with business and industry serves as one of the Institute's greatest strengths. The depth of that relationship is demonstrated throughout RIT. Curricula are designed to respond to the needs of industry; students gain vital experience through cooperative work experiences; and many faculty members come to RIT equipped with experience and skills they garnered in industrial careers. In addition, industry representatives serve on RIT's Board of Trustees and on numerous advisory boards.

The benefits of RIT's "corporate connections" are particularly evident among the Institute's deaf students. Before NTID opened its doors as a college of RIT in 1968, deaf people historically were under- or unemployed. Today, RIT's deaf graduates who enter the labor force consistently achieve a 95 percent placement rate.

Corporate connections also played an important role in the success of this summer's International Congress on Education of the Deaf. Contributions by companies like AT&T, BellSouth, Rochester Telephone Corporation, and Ultratec, enhanced the experience of the more than 1,900 participants.

Other, more subtle effects of RIT's links with industry are underscored by two stories in this issue of Focus. One story points out the practical advantages that faculty members who come to RIT via industry can bring to the classroom. The other discusses the experiences of NTID marketing students who, throughout one course, closely followed the strategies of a local company. At the end of the quarter, the class participated in a field trip to the company, exemplifying RIT's "learning by doing" approach.

As RIT prepares students for professional careers that will extend well into the next century, the Institute's strong ties to business and industry will remain an important foundation of an RIT education.

A handwritten signature in black ink, appearing to read "M. R. Rose".

Dr. M. Richard Rose
President, RIT



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ADDRESS CORRECTION REQUESTED

Matthew Moore shares his thoughts on publishing Deaf Life magazine, and more, p. 3.



Photography by A. Sue Weisler