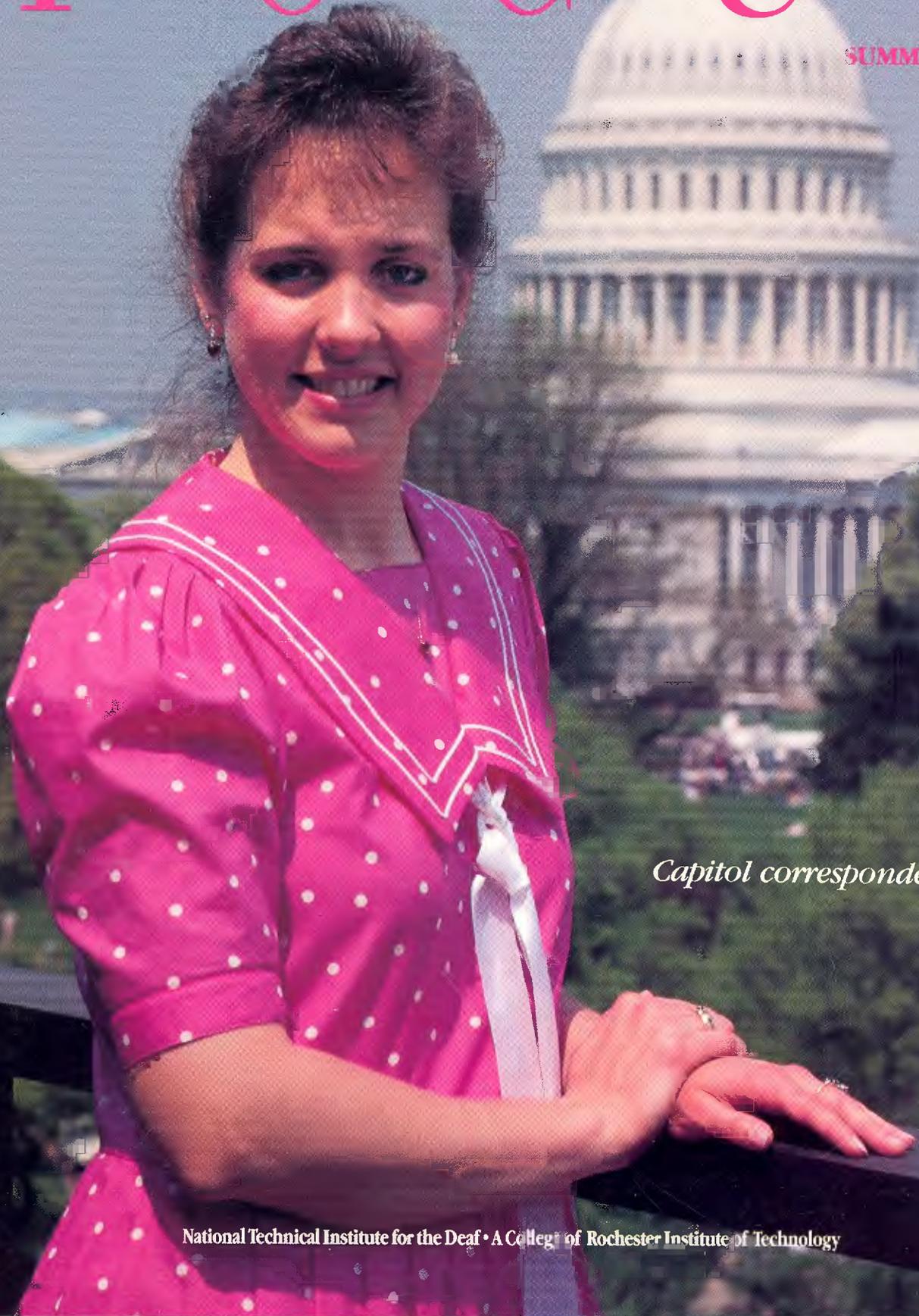


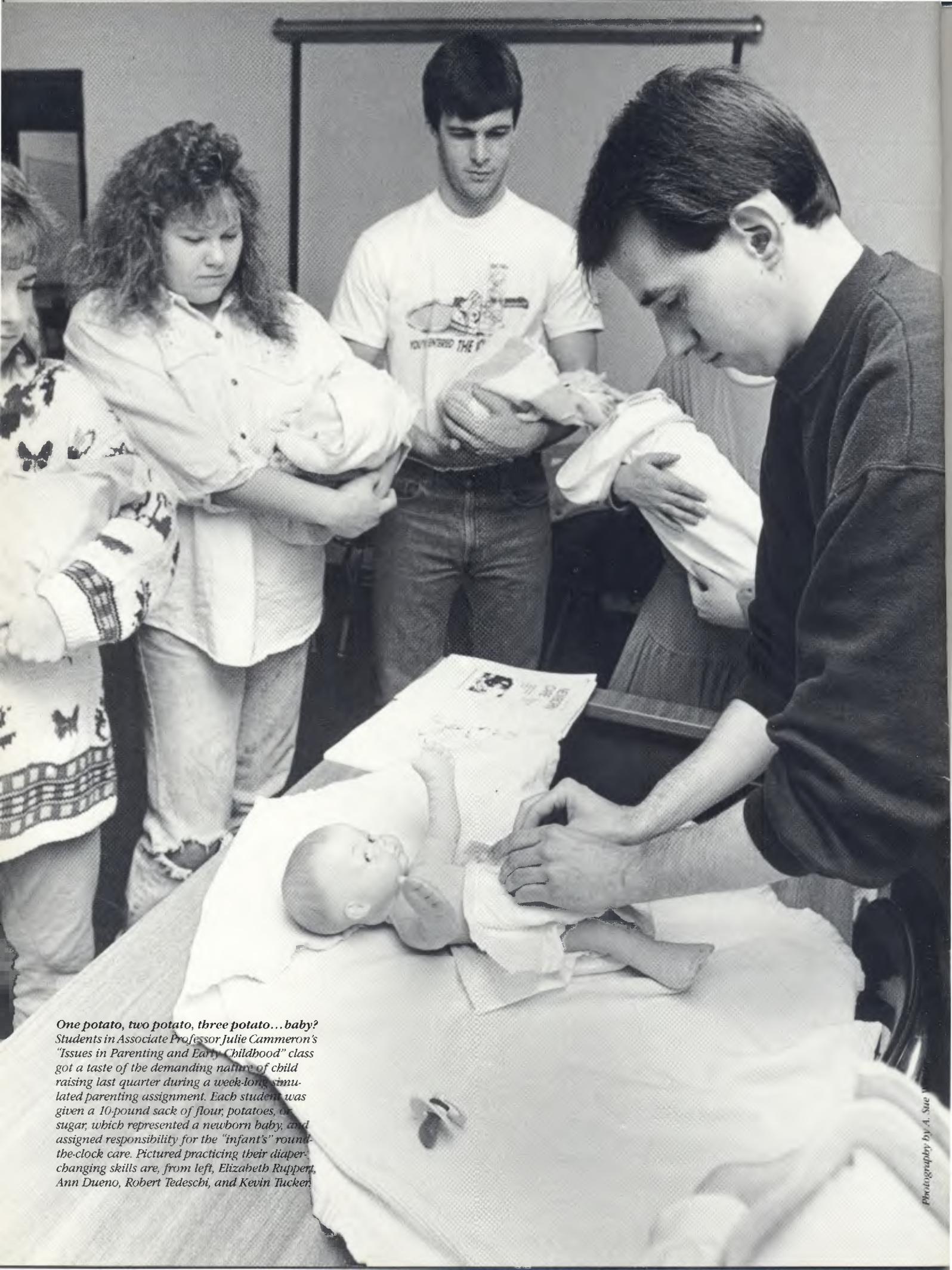
NTID

FOCUS

SUMMER 1990



Capitol correspondent, p. 23



One potato, two potato, three potato... baby? Students in Associate Professor Julie Cammeron's "Issues in Parenting and Early Childhood" class got a taste of the demanding nature of child raising last quarter during a week-long simulated parenting assignment. Each student was given a 10-pound sack of flour, potatoes, or sugar, which represented a newborn baby, and assigned responsibility for the "infant's" round-the-clock care. Pictured practicing their diaper-changing skills are, from left, Elizabeth Ruppert, Ann Dueno, Robert Tedeschi, and Kevin Tucker.

FOCUS

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

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About the cover Marci Wolfangle, a 1988 data processing graduate, is responsible for preparing computerized responses to the more than 7,000 pieces of correspondence received by Sen. Paul Simon's office each week. She's pictured here in front of the U.S. Capitol in Washington, D.C. (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 Sparkle of International Flair



Though this summer, like most, provides many students with a reprieve from their studies, for educators of deaf students, school is definitely "in." As this issue of *Focus* is published, final preparations are being made for an exciting event that will take place in Rochester July 29-August 3—the 17th International Congress on Education of the Deaf.

NTID is pleased to co-host, along with Gallaudet University and the Rochester School for the Deaf, this international gathering, which will take place mainly in Rochester's Riverside Convention Center. The Alexander Graham Bell Association for the Deaf, American Deafness and Rehabilitation Association, American Society for Deaf Children, Conference of Educational Administrators Serving the Deaf, Convention of American Instructors of the Deaf, National Association of the Deaf, and the University of Rochester Graduate School of Education and Human Development round out the Congress' sponsoring organizations.

Planning for this Congress, expected to attract more than 2,000 people from some 60 countries, began at NTID and Gallaudet in 1985 and will culminate in a five-and-a-half-day event that not only will focus on issues related to the advancement of educational opportunities for deaf people worldwide, but also will sparkle with international grace and flair. The majority of those making presentations during the Congress' 116 plenary and concurrent sessions are from countries other than the United States. The professional and social intermingling of people from different nations is certain to prove not only informative, but fascinating and filled with fun as well.

Congress sessions will revolve around 12 major topics, including development of language skills, education and work, and deaf adults in society. As the program was being developed, bilingualism and multiculturalism also came to the fore. In addition, issues of concern to

developing countries will be an important focus of many discussions in plenary sessions, presentations of papers, panels, and other special events.

Hundreds of NTID faculty and staff members have given generously of their time and talents to plan this Congress, the first to be held in the United States in nearly 30 years. The Institute appreciates the energy and skills of volunteers from within the Institute and from other organizations.

Two of those leading the planning for the Congress are Dr. E. Ross Stuckless, NTID's director of integrative research, and Dr. Doin Hicks, Gallaudet's vice president for institutional research and planning. As co-chairpersons of the Congress' Program Planning Committee, both have worked diligently and carefully to help plan an informative program that balances the concerns of educators of deaf students from throughout the world. Stuckless is featured in our regular "Focus On..." article on page 30.

Finally, it should be noted that the timing of the Congress coincides with the Centennial Celebration of the Alexander Graham Bell Association for the Deaf, which will take place in Washington, D.C., immediately preceding the Congress. Also, the Conference of Educational Administrators Serving the Deaf will host its annual meeting in concert with the Congress.

NTID indeed is proud to co-host this event that is sure to live up to its name—*International Congress on Education of the Deaf*. All in all, this is shaping up to be an exciting and educational summer for all those concerned with future directions for education of deaf people.

William E. Castle

Dr. William E. Castle

Dr. Barry Culhane, RIT student ombudsman, is famous for his creative sense of humor, as several of his friends can attest. On their 40th birthdays, he presented each with a live animal.

The list of lucky recipients includes Dr. Bruce Peterson, assistant to the vice president for student affairs and acting chairperson of NTID's data processing department, who got a piglet; Dr. Bruce Halverson, former chairperson of the department of performing arts, who was bestowed with a calf; and Frederic Hamil, chairperson of the department of applied science/allied health, who was sheepish about receiving a lamb. Culhane was feted similarly on his 40th birthday in 1986 with a tarantula, turkey, hamster, and snake.

Culhane, who also is associate professor in NTID's department of general education instruction, gives more than live pets to others, however. To RIT students, he gives his time and influence toward resolving conflicts. To Vietnam veterans, he contributes his energy toward building a memorial in Rochester, the only large city in New York state still without one. To young people in Rochester, he provides encouragement and support for their business endeavors. In all his work, Culhane's sense of humor is pervasive.

"Barry has a bizarre way of looking at things," says Dr. Stanley McKenzie, professor of literature in RIT's College of Liberal Arts and assistant to the provost. "His sense of humor is at the core of his success with students because he's able to cut through the bureaucracy, recognize some of its absurdities, and then do something about the problem."

As RIT's first student ombudsman, Culhane investigates complaints from students, reports findings, and helps achieve equitable settlements. Since September 1989, he has handled numerous concerns and nearly 150 complex cases requiring assistance from many RIT faculty and staff members.

Students often appear at Culhane's office with financial difficulties, problems with their living arrangements, and conflicts with their professors or academic programs. Culhane helps mediate many situations by opening channels of communication between students and university personnel, alerting many decision makers to recurring problems. Barbara Stalker, ombudsman office coordinator, assists Culhane in providing information about how RIT operates and ways that students can solve their own problems.

Institute ombudsman is
well known for his humor, but he's
**serious about
STUDENTS**

by Kathryn Schmidt



Dr. Barry Culhane

"I'm here to help students, not be the campus critic or Captain Quick Fix," says Culhane. "I try to resolve a problem when it happens, and I want the students to be responsible for their own behavior."

"We often provide guidance to students who are frustrated with RIT and need information and people who care about them. They just need a place to complain or get an explanation for why things happen the way they do at RIT."

Joseph Nairn, director of part-time enrollment services, says Culhane is an effective moderator because "he defuses uncomfortable situations with humor. He's a good facilitator and helps people recognize where they need to change. He'll also tell students when they're wrong, but doesn't make them feel dumb. Instead, he leaves them feeling they've learned something. I've never known anyone so interested in what students think and believe."

Culhane's hallmark is his concern for RIT students. According to McKenzie, "Barry doesn't spout the party line. He's not afraid to step on toes because he's much more interested in advocating for students than being unduly worried about the sensitivities and feelings of faculty and staff members."

Dr. William Castle, director of NTID and vice president for government relations for RIT, describes Culhane as a "champion of the right thing," a sentiment shared by Catherine Whittemore, administrative assistant to Dr. M. Richard Rose, president of RIT.

"Barry is the perfect fit for ombudsman," says Whittemore, "because he's worked with students for so many years and has been concerned with all aspects of students—emotional, physical, spiritual, and academic. He is a man of integrity who gives a sense of sincerity to students, which allows them to trust him."

Peterson had ample opportunity as associate dean of NTID in 1977 to see Culhane in action with students.

"I enjoyed working with him because he is so student oriented," says Peterson. "His job as ombudsman isn't in the mainstream; it has no real policy and procedures or limits, so he's able to be a creative problem solver."

Culhane's creativity in working with people at RIT began in 1974 when he worked as research associate in NTID's division of integrated educational programs. The next year, he became chairperson for the academic department for general education and director of general education programs. In 1978, he was promoted to associate dean for general



Making connections Dr. Barry Culhane at work as RIT student ombudsman. From top to bottom, Culhane discusses strategy with Barbara Stalker, ombudsman office coordinator; lunches with RIT President M. Richard Rose and students in the RITskeller; and discusses student concerns with John Simmons, former chairperson of RIT's Student Directorate and fourth-year business student, center, and Stephen Schultz, system manager in the center for imaging science and a 1989 imaging science graduate.

education programs, where he stayed until 1982, when he took the position of assistant vice president for campus life.

Tenured since 1981, he returned to full-time teaching in 1985 in NTID's department of general education. With Dr. Laurie Brewer, staff chairperson of general education instruction, Culhane developed NTID's "Freshman Seminar," which he still coordinates and teaches each fall quarter. "Freshman Seminar" is a required course designed to enhance students' decision-making skills related to the college experience.

"Teaching gives me a special contact with students," says Culhane. "I help students one way as a teacher and another as ombudsman."

Because the position of student ombudsman is so new, Culhane still is developing his role.

"The most difficult part of Barry's job probably is balancing the concerns of students with policies of the Institute," observes Whittemore.

As part of the student ombudsman program, Culhane counsels individual students and meets regularly with several student organizations. Using the name "Dr. O," he participates in a computer conference that encourages students to discuss problems and ask questions of him. In addition, he prepares an end-of-year report, which discusses campus problems and suggests potential solutions without naming names, for the RIT Faculty Council, Administrative Committee, and Student Directorate.

Culhane also develops fact bookmarks addressing students' questions. Facts include where to go for information and explain the roles of specific RIT offices. As he has done previously, he will continue periodically to arrange informal meetings between Rose and students.

"Dr. Culhane is the ideal individual to represent the various components of this community to one another," says Rose. "The enthusiasm, warmth, and understanding that he brings to any situation and relationship will make this project a great success."

One success Culhane hopes to achieve as ombudsman is to encourage faculty and staff members to promote the Institute to students. He has seen improvements in many areas at RIT over the past 10 years, citing registration procedures, landscaping, residence halls, and food as examples.

"We need to communicate positive things to the students," he says. "Everyone has an obligation to point out the positive aspects of RIT rather than complain to students."

"RIT needs to become more service oriented because students are our business," he adds. "When the university does that, students will respond. My overall goal is to make RIT a better place."

Culhane also has worked to make the Rochester community a better place. During the year before he became student ombudsman, Culhane was a loaned executive from RIT for the United Way. He worked with companies like Xerox and Blue Cross/Blue Shield to provide corporate leadership and employee presentations as part of a team effort to reach the \$34.5 million United Way community goal.

"It was a great experience that affirmed my belief that Rochester is a generous and caring community," he says.

Culhane continues to devote his spare time to community activities. He serves on the boards of directors of the Greater Rochester Vietnam Veterans Memorial Committee (GRVVMC) and Junior Achievement of Rochester.

He was one of the founders of the GRVVMC in 1985 and now, as chairperson of the board, is charged with raising money and obtaining land for a memorial in Rochester.

"On a five-acre park we were given," says Culhane, "we're trying to create a living memorial to remember the effects of the Vietnam War on the community and to help with the healing."

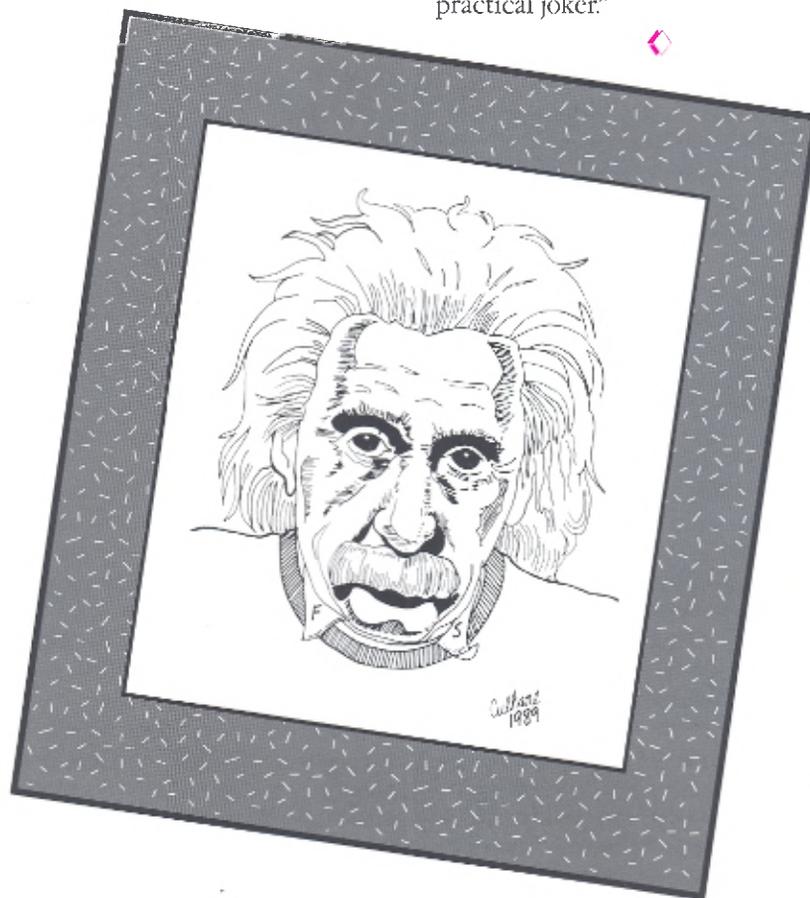
A veteran himself, Culhane served as a medic in the U.S. Army, treating napalm burn victims flown back to the United States from Vietnam.

In addition to remembering the past with the veterans memorial, Culhane seeks to improve the future through Junior Achievement, which awarded him the national Bronze Leadership Award last year. This organization promotes free enterprise and an understanding of the U.S. economic system to elementary and high school students.

"Young people are America's greatest resource," says Culhane.

Young people also are the reason for RIT's existence, according to Culhane, the ever-present student advocate. "I always have believed that the student is the most important person at RIT."

After a full academic year as RIT's student ombudsman, Culhane says he has learned to balance his sense of humor with a commitment to serving RIT students. "When it comes to solving problems with students," he says, "it's better to be a practical person than a practical joker."



Portrait of a genius Culhane put his hobby of line drawing to good use when he drew this portrait of Albert Einstein for a poster promoting the 1989 "Freshman Seminar" class.



Dollars & Sense

Rochester businesses discover the value of targeting the deaf community

by Susan Cergol

Increasingly, deaf people in New York's third largest city agree with the Chamber of Commerce's slogan, "I'd rather be in Rochester—it's got it!"

For the 55,000 hearing-impaired people in the Rochester area, educational, employment, and social opportunities abound, as does access to area businesses and service organizations, according to Carl Moore, visiting career development counselor in NTID's School of Visual Communications.

"There are many services in the area for hearing-impaired people," says Moore, a 1974 NTID graduate who had lived in more than a few places coast to coast before returning to Rochester with his family in 1988. "Rochester can be a good model for other cities around the country."

Moore attributes this positive reputation, at least in part, to NTID's presence in the community, which, he says, helps attract deaf people to live and work in the area.

"Rochester has a large deaf community with many deaf leaders," he says. "Some NTID students return to their hometowns after graduation, but often they don't stay away for long because they miss the social activities in Rochester."

In addition to service organizations of and for deaf people, such as the Monroe County Association for Hearing Impaired People (MCAHI), Rochester Civic Association of the Deaf, and Rochester Chapter of Self Help for Hard of Hearing People, Inc. (SHHH), there are several social clubs specifically for deaf people in the Rochester area. These include Deaf Women of Rochester, a social organization for deaf professional women, as well as a deaf bowlers league and skiers club.

When fire destroyed the Rochester Recreation Club for the Deaf last year, members of the deaf community began socializing Tuesday nights at Shnozz'z, a local nightclub and bar. Club members

are in the process of purchasing a building in the city to house a new club, scheduled to open later this year.

Deaf citizens also have access to Rochester's governmental and cultural organizations. The Rochester City Council, Memorial Art Gallery, and GeVa Theatre have staff members who know sign language, provide sign language-interpreted performances and services, or offer assistive listening devices for visitors to their events. In addition, Deaf Artists of America, a non-profit organization run by and for deaf artists, moved to the area in 1987 and established an exhibition space in downtown Rochester the following year.

The size of the area's deaf community makes it a formidable group of consumers. One reason for the abundance of local services for this group may be related to research conducted by the National Captioning Institute, which suggests that deaf people can be particularly loyal to businesses that reach out

to them by offering specialized communication services. That loyalty can translate to dollars and cents for local businesses that offer such services to deaf people.

Rochester Telephone Corporation's yellow pages directory is filled with TDD (telecommunication device for the deaf) phone numbers for businesses and organizations that serve all aspects of the personal, professional, medical, and social needs of area citizens, such as the local bus company, several auto sales dealers, travel agencies, professional theater companies, investment firms, libraries, museums, physicians, and religious services.

The white pages directory prominently displays a section with area emergency phone numbers accessible to TDD-users, including a Rochester Gas & Electric Company service line for gas emergencies; LifeLine, a 24-hour emergency information and referral agency; New York state police; and 911 emergency service.

There's also a special section of TDD phone numbers for municipal services in Monroe County, such as the elections board, fire department, motor vehicles department, parks, social services, and sheriff.

What sets the Rochester area apart from other cities, however, is that local services to the deaf community go far beyond the availability of TDD numbers.

According to Melinda Hopper, cross-cultural educator in NTID's human development department, the Institute receives about six requests each academic quarter for presentations of deaf awareness workshops. Requests come from area organizations ranging from dental offices to fast food restaurants to scouting troops.

"These workshops are designed to be a model for cross-cultural communication," explains Hopper. "They show a variety of communication styles among deaf people."

Several area companies have made an exceptional effort to reach the deaf community. In 1987, WOKR-TV Channel 13, the local ABC television affiliate, became the only local television station to closed caption its 6 p.m. news program, opening a new channel of communication for deaf news watchers.

"Rochester has the largest per capita hearing-impaired community in the country, and I think we have a responsibility to serve that group," says Vincent DeLuca, president and general manager of WOKR-TV. "In addition, I was sure that captioning our newscasts would enhance our image in the community."

"There are many services in the area for hearing-impaired people. Rochester can be a good model for other cities around the country."

WOKR continues to offer this service and has expanded the effort to include closed captioning for the 11 p.m. news broadcast thanks to financial support from several local advertisers: Citibank, Greater Rochester Cablevision, Hallman Chevrolet/Geo, and Tops and Wegmans supermarket chains.

"We mention the names of the sponsoring businesses at the beginning of each of our captioned news programs," says DeLuca. "That has become an important advertising tool, especially since WOKR

now has the leading local 6 p.m. news program. It's a win-win deal for everybody!"

Wegmans was first to step forward to underwrite the cost of closed captioning the 6 p.m. newscast. "It's always been a major concern for Wegmans to make sure that our customers are served the way they want to be," says Linda Ross, Wegmans community relations specialist.



A new channel of communication Carl Moore, visiting career development counselor in the School of Visual Communications, tunes in WOKR-TV Channel 13's captioned evening newscast with his wife, Mary Helen Figueroa-Moore, adjunct instructor in the sign communication department, and sons, John, left, and Jerome.



Commercial success To advertise its new TDD bank-by-phone service, Citibank enlisted the help of Peter Schragle, senior captioning production specialist in the instructional television and media services department, to deliver the message to Rochester's deaf television viewers. Schragle signed the commercial while open captions conveyed the message in English.

That philosophy has led the supermarket chain to identify other ways to serve Rochester's deaf community. One example is the provision of an area-wide TDD consumer affairs line. In addition, the Wegmans at Marketplace Mall, located just minutes from the RIT campus, has attracted many local deaf shoppers.

"There is a concentration of deaf shoppers at that store because of its proximity to NTID," explains Ross.

The store has available a TDD telephone vending machine, a makeshift pay phone that customers can use to make personal calls from the store. The store also carries closed-captioned videotapes for rental and has a caption

decoder on the premises so that consumers can inspect the quality of the videotapes' captions.

Several deaf people also work in that store, and hearing managers participated in deaf awareness workshops conducted by Hopper and her staff in 1987.

While Wegmans was the first to underwrite the 6 p.m. broadcast, the financial supporter of WOKR's closed-captioned 11 p.m. newscast is Citibank, a subsidiary of Citicorp.

"Closed captioning makes sense for Rochester's large deaf community," says Timothy McElduff, president of Citibank (New York State), who believes that advertising in this way also makes sense for the company. "In the Rochester area,

roughly eight percent of the population is hearing impaired, which is a significant group. Deaf people's business is as good as others', and we'd like to get them signed up."

Citibank's most recent service to Rochester-area deaf customers is CitiPhone TDD, a toll-free 24-hour customer service line accessible to TDD-users that allows callers to complete banking transactions by phone.

The program was piloted last summer with assistance from NTID faculty and staff members, who called the number and gave service representatives practice using a TDD. By last fall, four CitiPhone TDD units were installed, and the company reports that it receives about 30 calls a week on this line.



More than groceries NTID students Staci Blumenfeld, left, and Tanya Duarte choose from a wide selection of captioned videotapes for rent at the Wegmans supermarket near Marketplace Mall, where many managers have participated in deaf awareness workshops.



Banking by TDD Citibank phone representative Lisa Pabura completes a banking transaction for a TDD-caller at the CitiPhone center.

McElduff believes that the popularity of the service can be attributed, in part, to a television commercial featuring a deaf man, Peter Schragle, signing the ad's message with open captions appearing below.

"I've gotten a lot of positive reviews about that commercial from both deaf and hearing people," says Schragle, senior captioning production specialist in NTID's instructional television and media services department. "I think it is a wonderful breakthrough in advertising, not only for the benefit of deaf consumers, but also to educate the hearing community. I hope it opens doors for other, similar opportunities."

While members of the local deaf community say they appreciate such efforts by area businesses, they caution that these efforts won't immediately be rewarded with increased numbers of deaf customers.

"There does appear to be an increasing trend among Rochester businesses toward focusing on the deaf and hard-of-hearing community," says Matthew Starr, program director for MCAHI, a program of the Health Association. "However, no one can expect an overnight boost in business."

Moore, who says he has seen the Citibank commercial, agrees. "The commercial alone doesn't convince me to use that bank," he says. "The most important thing to me is the quality of the banking services themselves. Deaf people, the same as hearing people, want the best quality for their money."

Nonetheless, Starr praises companies that attempt to serve the deaf community. "There are many local organizations and businesses that are trying hard to learn about and accommodate deaf people's needs," he says.

One example he cites is the Folsom Center, a local Blue Cross and Blue Shield health facility that has begun providing sign language interpreters for routine medical visits as well as a TDD information and scheduling line.

Another is the Rochester Telephone Corporation, which, in addition to its commitment to highlighting area TDD numbers, recently unveiled plans to install pay phone TDDs on the RIT campus and, perhaps by mid-summer, elsewhere in the Rochester community.

"We recently established a consumer education and outreach division in our customer service department, and hearing-impaired people are among the audiences served by that group," says Diana Melville, assistant manager for community and media relations at Rochester Telephone. "Feedback from deaf telephone customers heightened our sensitivity to their needs."

While many in the deaf community agree that there still is room for improvement in the quantity and quality of services that area businesses offer them, overall they report a satisfaction with life in Rochester.

"Generally, I don't have to worry that people in Rochester aren't going to understand me," says Ronnie Mae Tyson, the newest career opportunities advisor in NTID's career outreach and admissions department.

Tyson, a 1984 College of Business graduate who received a bachelor's degree in business administration, recently moved back to the area from Jacksonville, Florida, where, she reports, there is a serious lack of services available for deaf people.

"I returned because of the wonderful services available here," she says. "The best thing about Rochester is that it lets me be me."



TECHNOLOGY & Teamwork

*A résumé and more take form
in NTID's division of management services*

by Louise Hutchison

Consider the plight of the résumé. Its point of view rarely is considered, despite the vital role it plays in the job search process. In the interest of editorial balance, *Focus* has included in this story the comments of Daniel ("Dan") Houlihan's résumé.

NTID's consistent track record of placing 95 percent of its students and graduates who are in the labor force in cooperative (co-op) work and permanent positions requires more than excellent academic programs.

During a typical year, more than 15,000 student résumés are prepared and mailed to prospective employers. The production support needed to meet this challenge is extensive, as Daniel Houlihan, a third-year student in RIT's College of Business, knows. He found the challenge of securing a cooperative job required by his program a learning experience in itself.

Following his 1986 graduation from NTID with an associate degree in applied accounting, Houlihan took a one-year break and traveled as a performer with *Sunshine Too*, NTID's touring theater group. After his theater stint, he returned to RIT to continue his studies, which included "The Job Search Process," a required course offered through NTID's National Center on Employment of the Deaf (NCED).

Houlihan, of Riverside, Illinois, learned that the first step toward gaining an interview with a busy employer is to send out a professional-looking résumé and cover letter. He also learned that various departments within NTID's division of management services (DMS) provide the production services needed to help him make that good first impression.



DMS produces student résumé packages at the highest level of professional quality. While the division offers myriad services to the Institute, "This particular effort directly supports students," according to Carole Pepe, associate director of DMS and manager of its information systems and user services department.

Well, I guess Dan's getting serious about finding a job. I must say I'm flattered to be his official résumé. It's kind of interesting to look back on all the things Dan has done as he composes the handwritten draft.

During the job search course, taught by employment advisors, Houlihan refined his résumé and cover letter until they were ready for final production. At the same time, he compiled a list of potential employers, using the specialized resources available in NCED's Employment Information Center.

Just a few changes and corrections, and we're ready to be keyed in. My friend and close associate, the cover letter, is having some trouble figuring out how it wants to represent Dan. You know the problem: Say enough, but not too much.

"We want students to stand out as individuals," says Elizabeth Ewell, associate director in the division of career opportunities and NCED manager. "One way of doing that is to make their résumés look unique. Our department sends to many employers packages that include résumés of several students, and the marketing impact is greater if each résumé looks different from the others."

Students have three options when creating their individualized employment documents, says Albert Smith, DMS director.

"They may choose to produce the materials independently," he explains, "perhaps using their own personal computers; they may participate in a pilot program, currently under evaluation, which involves using Institute

center. That pivotal person is Dorothy Cerniglia, a 1974 NTID graduate and NCED's placement clerk, who keeps track of all movements of the documents, including drafts, revisions, and final versions. It gets a bit hectic, she admits, especially during busy periods, but Cerniglia finds the work rewarding.

"I enjoy working with students and helping them get the jobs they want," she says.

It's amazing how they manage to keep track of all this coming and going. After a couple of revisions, I'm getting a bit dizzy from moving around so quickly!

From Cerniglia's desk, student work goes to the document production services department (DPS). There, it is carefully logged in by Denise Butler, DPS administrative work flow scheduler, and passed on to word processing technicians, each of whom works with one or more employment advisors.

"The most important aspects of my job are maintaining accurate records and making sure the lines of communication are kept open," says Butler.

One seasoned word processing technician who works on résumé packages is Joanne Helmick, an NTID graduate who began working at the Institute 15 years ago. Helmick earned an associate degree in office practices in 1974, and clearly enjoys working with sophisticated word processing systems.

"I love the challenge of working on the computer," she says. "Sometimes the work gets complicated, and I enjoy trying to get it right."

In addition to student employment materials, DPS produces administrative documents, research reports, proposals, curriculum materials, and the NTID internal annual report. Many of the documents include original, computer-generated graphics.



resources but doing most of the work themselves; or they may follow the traditional route of writing the drafts by hand and using word processing and duplicating services offered by DMS."

Houlihan, like most students, chose the traditional approach. The system is set up on a minimal fee basis that recovers most of the Institute's cost. For this fee, Houlihan received a pre-determined quantity of résumés, cover letters, and envelopes.

The process requires much coordination and communication between NCED and DMS. An official "keeper of the records" makes certain that the résumé packages move efficiently between students, employment advisors, the document production center, and duplicating

Pieces of the résumé production puzzle Student résumé packages on their way from handwritten drafts to polished pieces pass through the bigly trained hands of many different staff members in the division of management services (DMS) and the National Center on Employment of the Deaf (NCED). From far left, Daniel Houlihan, a third-year College of Business student, left, discusses his career goals with Career Opportunities Advisors Paul Seidel, center, and Gary Meyer; Dorothy Cerniglia, placement clerk, passes documents to Denise Butler, administrative work flow scheduler; Virginia Gosson, document production coordinator, assigns the work to Joanne Helmick, word processing technician, who keys the information into the word processing system; once the documents are finalized, Offset Press Operators Joanne Williams and Abhijit Dey make copies.

Things really are moving along now. Thanks to the skilled fingers of the word processing technician who keyed me in on the computer, I'm starting to feel fairly presentable! It's neat to see myself up on the screen, then converted to crisp, black type on paper.

Once the documents are "carved in stone," the cover letters and envelopes are merged with the employer list to generate personalized letters, which then are produced on a word processing laser printer for the highest possible quality.

On the road again! I'm going down the hall to be duplicated, while the cover letter and envelopes will be produced on the laser printer in the word processing center. Will I look good in blue? Or would gray be a better match for Dan's personality?

Students generate an order for each résumé, noting quantity and choice of paper type and color. The copies are printed and ready to be picked up within 24 hours. Occasionally, however, when quick communication is necessary, employment advisors rely on "express delivery."

"If it's really important to get a student's résumé out to an employer in a hurry," explains Eugene Lenyk, computer operations specialist, "DMS will fax a copy, then follow it up with a formal résumé package."

In addition to faxing information, members of DMS' information systems and user services department are responsible for maintaining the bulk of NTID's administrative and research records. These databases include information on personnel and students, admissions and placement, affirmative



To maintain that high quality, DMS works to keep pace with computer technology in all its departments.

"It is a continual challenge to keep up with the changing technology," says Pepe, "but the Institute is truly committed to reaping the advantages afforded by those changes."

In addition to keeping up with technology, DMS provides computer assistance to faculty and staff members also trying to keep pace with changes. DMS technical services include providing training and consultation to faculty and staff members attempting to install, use, troubleshoot, and maintain Institute personal computers and mainframe systems.

Approaching the finish line From left, Eugene Lenyk, computer operations specialist, seated, and Edmund Lucas, software specialist, fax student documents to employers for "express delivery"; Dorothy Guinan, mail courier, sends out student résumé packages in a more traditional way; Albert Smith, DMS director, Carole Pepe, DMS associate director and manager of the information systems and user services department, center, and Elizabeth Ewell, associate director of the division of career opportunities and NCED manager, work closely together to ensure the highest quality student documents; Houlihan anxiously awaits responses from employers.

action recruiting and hiring, planning and budgeting, and property inventories.

We're ready! And so professional looking. The cover letters, envelopes, and I really work well as a team. I hope the people who read us will see what a good employee Dan would be.

Students sign their cover letters, fold the documents, stuff them into the prepared envelopes, and place them in a special tray behind Cerniglia's desk to be mailed out.

Mail services are coordinated by DMS' administrative services department, which also oversees facilities, property

Pepe notes the cyclical nature of the job search process. "Though we provide these services all year long," she says, "we are busiest during the fall, when most students are looking for co-op jobs. For example, during fall quarter, DMS produced documents for nearly 200 students. During spring quarter, approximately two-thirds as many students began searching for permanent positions."

Student résumé packages are kept on file in DPS so that students may receive continued support for subsequent job

The program, developed to allow students a greater degree of independence and flexibility, was designed by Sharron Metevier Webster, DMS senior programmer, and Gary Meyer, NCED career opportunities advisor, both RIT graduates. Joining them in the pilot development and training sessions were Paul Seidel, senior career opportunities advisor; James Wilson, systems administrator; and Susan Dauenhauer, office systems specialist.

Both employment advisors and administrators realize the value of providing job-search support to students. Producing and sending out professional-quality résumé packages is the critical first step in the search for employment. And getting jobs is the bottom line.

Based on the 95 percent job placement rate of NTID students and graduates, it seems clear that the timely, quality service provided through NCED and DMS allows students to take a sure first step on their journey to attain interviews and jobs.

"There are a couple of reasons why this is an important service for DMS to offer students," explains Smith. "First, it is a valuable educational experience, as students learn the process of preparing and updating their employment information.

"Second, our goal is to maximize the potential for student placements. Offering this professional service at a low cost allows us to represent students and the Institute in the best possible way."

Houlihan, whose résumé package has put him in touch with many potential employers, agrees. "I was able to make a good impression with my résumé," he says. "NTID's division of management services helped me produce my job-search materials easily and with confidence."

How exciting to be traveling all over the country! With all the support provided through NCED and DMS, I'm finding it easy to represent Dan well. Some of the companies I've visited are very interested in learning more....



inventory and control, and space planning as well as serving as liaison to RIT's physical plant department.

It's finally time to go. The cover letter looks so final now that Dan has signed his name to it. We bid him a fond farewell and promise that we'll represent him well!

The packets are picked up twice a day by Dorothy Guinan, mail courier, and sorted with other RIT mail. On the busiest days during fall quarter, Guinan's job keeps her moving.

"During the peak season," she says, "we might mail out 300-500 job search packets each day."

Return mail is delivered to NCED for distribution back to students.

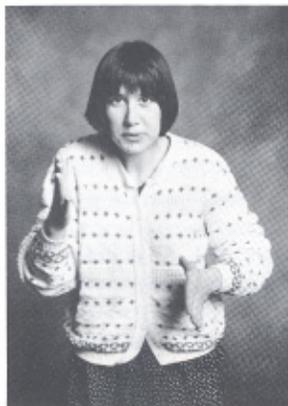
searches throughout their stay at RIT.

Of the close working relationship between NCED and DMS, Ewell says, "We have worked together for nearly four years, refining our system at both ends. DMS has provided excellent service with super turnaround time."

The development of student résumé packages may undergo some additional refining as more production options become available to students. In the program piloted during the 1989 fall quarter, a group of students with computer experience were trained to use an interactive computer program and word processing software on RIT's mainframe system to develop and produce for themselves résumés and cover letters.

Louise Hutchison is a free-lance writer and designer, and a former NTID staff member.

Train's coming...headlight grows...trees fly by...Rita Straubhaar performs an American Sign Language poem that depicts the speed and power of the train portrayed in her prize-winning photographs.



editor, poet, photographer:
Rita Straubhaar is

fueled by

CReAtive **EN**ERgY

by Kathryn Schmitz

At RIT, Rita Straubhaar combines her technical interests with her creative energy.

"I started out as a biology student," she says, "but I dropped that when I realized the amount of chemistry involved. All those letters and numbers are so boring. I wanted to do something more creative. Biomedical photography combines the science I like and the creativity of photography."

Straubhaar also expresses her creative energy as founder and editor-in-chief of *Rolling Bricks*, NTID's creative arts magazine that publishes literature, photography, and art created by deaf students. She started the magazine in 1987 when she worked as assistant

coordinator for enrichment programs for Wendy Low, visiting instructor in the department of liberal arts support.

As assistant coordinator, Straubhaar set up NTID's American Sign Language (ASL) poetry series and arranged for buses to transport students to ASL poetry events. In brainstorming other student enrichment activities, Low mentioned the idea of a literary magazine to Straubhaar.

"I took the idea and ran with it," says Straubhaar. Two weeks later, she returned to Low's office with a full staff and ideas about how the magazine would look.

"Rita hooks up with other highly creative people," says Low. "They have the

creative juices and she has the organizational skills, so they all work really well together.

"I've seen how she inspires and motivates people. She sets very high standards for herself, and people tolerate pressure from her for that reason. But she also knows when she's overwhelming others, when to back off—skills she had to learn during the process of setting up and working on the magazine."

The first issue of *Rolling Bricks* was published in the spring of 1988 and, with a staff of four, the magazine continues to be issued three times a year.

"I tried to do everything the first year," says Straubhaar. "I collected art, photography, poems, and prose, and I tried to make everything perfect. Now I just make sure we have rooms for our five one-hour meetings each quarter and our big seven-hour day when we paste up the magazine. I also handle stapling, duplicating, and distributing the magazine."

Dr. Adele Friedman, chairperson of the department of liberal arts support, provides authorization and funding for *Rolling Bricks* and helps Straubhaar with the printing and distribution of the magazine.

"Rita keeps *Rolling Bricks* going," says Friedman. "She continues to improve it and make it more sophisticated."

"I think the magazine gives students confidence that they can write poetry and prose that will be of interest to others," Friedman adds.

Straubhaar agrees. "We're getting more and better contributions because people are more aware of the magazine's purpose and feel good about submitting works."

Of Straubhaar's perseverance with the magazine, Low says: "Rita wants to work out problems and will ask why something didn't work and what to do to make it work. She's always pushing to improve the quality of the magazine and is a good planner, very organized."

William DuBois, acting director of RIT's School of Photographic Arts and Sciences, also is impressed by the quality of Straubhaar's efforts.

"She manages her time and materials well," says DuBois. "I would take a classroom full of Ritas."

He says he enjoys having her in his courses because she researches projects beyond course standards and always is willing to go beyond the necessary requirements.

"Her inquisitiveness sets her apart from other students," says DuBois. "She asks many questions of both me and other students in the class. She'll look at a photograph in my office and ask why I have it hanging. She understands the aesthetics of a photograph as well as its technical aspects."

Straubhaar also knows the history of photography. After spending spring break of 1989 researching the topic, she entered RIT's 150th Anniversary of Photography Essay Contest and won second place and \$150 that she used to buy a new camera lens. She also participated in the "150th Anniversary of Photography" exhibition sponsored by Deaf Artists of America (DAA), in which she won first place with a series of photographs depicting a small boy sitting near train tracks with a train rushing past.

Lynne Bentley-Kemp, instructor in the visual communication support department and Straubhaar's academic advisor, considers the essay an example of Straubhaar's initiative.

"Rita takes advantage of opportunities," says Bentley-Kemp. "She's willing to jump into things no one else would even consider. She's highly motivated and always in control."

Straubhaar is motivated to promote better interaction between deaf and hearing people. "I think it's important that people respect and learn about



Shedding light on the subject Straubhaar adjusts the lights before focusing on her subject for an assignment in the biomedical photography laboratory.

different cultures. I'm not saying that people have to love each other like crazy, just respect other cultures and say, 'That's normal for that particular culture.' I think a lot of people, both deaf and hearing, are uneasy because they don't understand one another."

A native of Madison, Wisconsin, Straubhaar is familiar with being mainstreamed in a hearing society and seeking deaf culture, which she has found at NTID.

Justin Kreger, a friend and second-year fine arts photography student, confirms Straubhaar's sense of community with her deaf peers. "Rita is proud about being deaf," he says. "She was determined to learn ASL, and now she's successful at communicating with both deaf and hearing people."

Bentley-Kemp notes that "Rita can jump back and forth between both deaf and hearing worlds. She understands others' discomfort with deafness and will take the time to make herself understood, so they return that patience to her."

By teaching hearing students at RIT sign language through the RITSign program, Straubhaar hopes to encourage others to communicate effectively as well.

Straubhaar is a good RITSign instructor, according to Low. "Students in her

class enjoyed learning sign language so much that they came to ASL poetry readings, which was beyond the call of duty."

Straubhaar attends ASL poetry readings as well as theater and dance productions for both deaf and hearing audiences. Her own ASL poetry performances are brief and evocative. For example, Straubhaar performs a poem about the train scene in her prize-winning DAA photos that is full of the train's energy and the boy's wonder.

Such a combination of creative impulses and professional interests is not uncommon for Straubhaar. She feels that all of her activities together prepare her for the future.

"Being editor-in-chief of *Rolling Bricks* has been a great opportunity for me to learn how to run a meeting and manage people," says Straubhaar, "and RITSign has taught me how to motivate people and improve my public speaking. Plus, as staff photographer for DAA, I can practice the techniques I've learned in classes."

Straubhaar's involvement in campus activities won her RIT's Davis Scholarship in 1988, one of three given each year to recognize students who have significantly contributed to the improvement of RIT community life. The \$250 award encourages the winners to continue providing service to the university.

"I was very proud to win the Davis Scholarship because I was the youngest and the only deaf recipient that year," says Straubhaar.

Her scholarship-winning motivation stems from her desire to be successful.

"I want to prove to myself that I can do it," she says. "I want to belong to that group of very successful deaf people, like Dr. I. King Jordan [president of Gallaudet University] and Robert Panara [professor emeritus at NTID]."

An important aspect of such success for Straubhaar is independence. "Because I'm deaf," she explains, "I sometimes have to depend on people and artificial things like the TDD [telecommunication device for the deaf], so I like the contrast of independence in other areas. In the things I do, I try to show my independence and show others that they can be independent, too. If I weren't independent, I couldn't be creative."



The finer points of layout Discussing composition of Rolling Bricks, Straubhaar explains that her crew spends an entire weekend cutting and pasting each issue of NTID's literary magazine.

As a seventh-grade student at Pittsford Middle School in Pittsford, New York, Michelle Ashman was so impressed with a performance by NTID's professional touring theater company, *Sunshine Too*, that she wrote a letter to company members.

"You changed my feelings about deaf people," wrote Ashman, now a senior at Pittsford Sutherland High School. "From now on, I will have a greater appreciation for both hearing and non-hearing people."

Mission accomplished for *Sunshine Too*, an outreach project of NTID's performing arts department, whose colorful theatrical productions have for 10 years incorporated dance, mime, music, and sign language in order to educate audiences around the country about deafness. The goal of the company, composed of three deaf and three hearing performers, is to promote understanding about deafness and to provide a positive model for interaction between deaf and hearing people.

"The fact that we are a group of deaf and hearing people working together is an educational experience in itself," explains Margaret Sullivan, a current cast member.

"I call *Sunshine Too* 'attitudinal theater,'" says Jerome Cushman, associate professor in the performing arts department and the company's artistic director. "Our objective is to say: 'It's OK to be who and what you are. With a little understanding and flexibility, all people can live and work together and enjoy one another's strengths and weaknesses. The only handicap is lack of understanding.'"

The idea for *Sunshine Too* originated in 1978 when a group of NTID faculty and staff members, called *Sunshine and Company*, performed a series of signed songs and poetry at a National Registry of Interpreters for the Deaf convention. Convention participants were so impressed that they brought news of the company to their hometowns, and soon people from around the country began requesting performances.

Because members of the group were full-time employees with other responsibilities, the performing arts department decided a full-time professional touring company was needed. In the fall of 1980, Dr. Bruce Halverson, former chairperson of the department, founded *Sunshine Too*.

A Ray of



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f Sunshine Too

Ten years of traveling theater

NTID's touring theater company, Sunshine Too, has been spreading its message of deaf awareness and cultural understanding for 10 years. Clockwise from right: 1989-90 cast members Beth Ann Bull, George Hambuch, center, and James Walker perform a scene from the variety show "We Make Our World"; Christopher Felo, 1984-85 cast member, elicits a response from school children during a workshop; 1980-81 member Joyce Cole leads young students in signing the song "Tomorrow" from the Broadway musical Annie; John Kinstler, left, and Hambuch sign the praises of protecting the environment in the 1989-90 Sunshine Too production; Dennis Webster, adjunct faculty member in NTID's performing arts department and 1982-85 Sunshine Too member, demonstrates how to fingerspell the letters of the alphabet.



"NTID was relatively young at that time," says Halverson, now chairperson of the theater department at Ithaca College. "The Institute was having a big impact on Rochester, but the community didn't know much about deafness. We wanted to make deafness an everyday part of people's lives so that seeing a deaf person would be nothing unusual."

With the help of Timothy Toothman, former outreach coordinator in the performing arts department and the company's first general manager, as well as the support of other department staff members such as Cushman, Halverson set about the task of putting together a traveling performing arts troupe. In addition to choosing cast members and securing funding, Halverson for the first two years developed the performance material and directed the company.

When Cushman stepped into the role of artistic director for the company in 1982, it became his responsibility each academic year to develop two new productions—a children's show and a variety show for adults—that are both educational and entertaining.

"I bring the material out of the people I'm working with," says Cushman, who considers potential cast members each year the way a chef assembles ingredients for a hearty meal.

"Choosing cast members is like mixing a pot of stew," he explains. "First, you select the basic entity—people who are going to be consistent, dependable, steady. Then you look for the spices—a little salt and pepper to keep things fresh."

Each year, about 3,500 audition notices are sent to theater companies and colleges with drama or interpreter training programs throughout the United States and Canada as well as to chapters of the National Association of the Deaf and the National Registry of Interpreters for the Deaf.

Six cast members are chosen from a wide pool of applicants. Hired as outreach specialists in the performing arts department, they become full-time NTID employees "who eat, breathe, work, and exist together as a family for 10 months," according to Cushman.

Throughout the years, the shows have used popular themes to focus on issues such as cooperation, overcoming fears, personal attitudes, and prejudice—always with the underlying theme of promoting deaf awareness.

"We don't shy away from controversial subjects, but we do focus on the positive," says James Orr, outreach coordinator and the company's general manager since 1985. "*Sunshine Too*

always is a positive experience."

In the 1985-86 academic year, for example, company members used the then-popular children's toy Care Bears as a springboard for their show, "The Don't Care Bears." In it, characters named Bossy Bear, Shy Bear, and Whiney the Pooh had to overcome negative attitudes and behaviors to produce "Bear-Aid," a fund raiser to benefit poor bear cubs in the zoo.

When the characters finally cooperated, they produced a highly successful show that included performances by Whiney the Pooh, as "Cindi LauBear," who sang "Bears Just Wanna Have Fun"; Shy Bear, as "Bear George," who signed the song "Do You Really Want to Hurt Me?"; and Bossy Bear, as "Bear-Bear Walters," who interviewed the deaf bears about fingerspelling and hearing aids.

In addition to the shows, Cushman works with cast members to develop workshops the company conducts for small groups after the formal performances. These workshops allow for personal interaction with one deaf and one hearing member of the cast and provide an opportunity for participants to ask questions in a relaxed atmosphere.

"We like to use humor in the workshops to make people feel comfortable and forget their nervousness," says John Kinstler, a former NTID student and member of this year's cast.

Kinstler and Sullivan are workshop partners. Often, they report, young children don't understand what it means to be deaf, and sometimes will ask Kinstler, "How did you become 'death'?"

"I just fall on the floor and play dead," he says with a laugh. "Then I explain that I'm 'deaf,' not 'death.'"

Sunshine Too regularly brings its message of tolerance and understanding to audiences throughout the United States and Canada. In addition, the company made its overseas debut in 1988, performing in Israel, Denmark, and England. To date, *Sunshine Too* has presented more than 6,000 shows to nearly 600,000 adults as well as school-age children, many of whom have seen the company perform year after year.

In earlier shows, the company presented information about deafness and taught basic sign language. As audiences have become more familiar with deafness and learned the manual alphabet and some signs, the company has had to use more sophisticated techniques to convey its message.

"We can't approach *Sunshine Too* the same way we did 10 years ago," says Cushman. "When the company members

walk into a school now, a huge number of students sign to them. We can't teach basic signs or the letters of the manual alphabet anymore—the kids already know that."

This year's shows, "We Make Our World" and "Louie the Litterbug," focus on ecological issues and represent a marked change in the company's direction.

"Our current shows aren't based on 'deafness' itself," says Cushman. "We don't have to say, 'I'm deaf and this is what I'm doing' anymore. This year, our message is: 'I'm deaf and I'm concerned about the environment.'"

This, according to Dr. William Castle, director of NTID and vice president for government relations for RIT, proves that *Sunshine Too's* message is being received.

"*Sunshine Too* has been remarkable in spreading the word and getting the message out," he says. "The company certainly has had an impact on its audiences."

Orr agrees. "You won't see many kids around Rochester making fun of deaf people or sign language," he says. "I'm convinced that's because they grew up with *Sunshine Too* performing in their schools every year."

In addition to playing at public schools primarily for hearing students, *Sunshine Too* also regularly performs at residential schools for deaf students. One such school, The Robarts School, London, in Ontario, Canada, established a dramatic arts program for high school students, inspired by a 1982 *Sunshine Too* performance.

"The genesis of the idea for the program came from the *Sunshine Too* workshops," says Lindsay Moir, program director at the school. "Previously we used drama only as recreation; the concept of drama as a learning process was new to us at the time."

The drama course, which has been offered at the Canadian school for five years, is so popular among high school students who can choose it as an elective that some years the school has had to offer two sections of the course, says Moir.

As satisfying as it is to introduce deaf culture and sign language to hearing students and spark the imaginations of deaf students at residential schools, one of the company's greatest rewards, according to Sullivan, comes from performing at public schools with small populations of deaf students.

"Many young deaf kids have never met deaf adults, and often they believe they will grow up to be hearing," she says.



Captivating audiences Left, portraying a fish dying from water pollution in Sunshine Too's 1989-90 production, "We Make Our World," Martha Shippee, center; convinces travelers Bull, left, and Walker that every person is responsible for cleaning up the environment; right, children practice fingerspelling the alphabet during a performance.

"Sunshine Too helps them find their deaf identities."

Cushman believes that performing in such situations benefits both the deaf and hearing students.

"In mainstream settings, the deaf kids often look at themselves as being handicapped and the hearing kids see them the same way," he explains. "When *Sunshine Too* performs, the deaf students see role models who are appreciated by the rest of the student population, and their self-esteem blossoms. At the same time, the hearing students in the school now see the deaf kids as having the same potential as the actors in the play."

Michele Donovan, a 16-year veteran of teaching deaf students mainstreamed in the Keshequa Central School District in Dalton, New York, agrees.

"*Sunshine Too* has performed at this school almost every year since the company formed," she says, "and we have benefitted in so many ways. The hearing-impaired students get a tremendous

boost to their egos and their sense of identification with other deaf people, and the hearing students see a strong model for what deaf people can do."

Donovan reports that the company's performances and workshops help motivate students to do well in their sign language studies, which are part of the school curriculum. In addition, for some time after the performances and workshops, she says, "the hearing kids want to be with the deaf kids a lot more."

"They're much more open to learning about deaf students and spending time with them," she says. "*Sunshine Too* has made a world of difference in the interaction between our hearing and deaf students."

In addition to being well appreciated as an effective educational tool by students, teachers, and school administrators, *Sunshine Too* has earned a reputation among performing arts professionals for providing high-quality theatrical productions.

"The company is respected in the professional theater world as a bona fide performing arts company," says Orr. "We're not seen as just a school group anymore."

Despite its national theatrical renown, *Sunshine Too's* original mission of educating audiences about deafness remains intact. Ten years and thousands of performances later, company members believe the group continues to serve an important function.

"The fact that *Sunshine Too* has been around for 10 years indicates that this kind of outreach program is very much needed and wanted in schools and communities," says Sullivan. "Our world is expanding, and I think the group helps audiences reach out and touch different people."

Kinstler agrees. "The past 10 years have been a building block for us," he says. "Now, we can look forward to another, even better, decade of *Sunshine Too*."



by Beth M. Pessin

NTID architectural technology students' community spirit recently shone as their creativity contributed to a local project that helps brighten the days of children undergoing medical treatment.

During the 1989 fall quarter, 13 budding designers and drafters in Assistant Professor William LaVigne's "Architectural Design Drafting I" class put theory to practice as they were posed with the challenge of designing a playhouse for the then-under-construction Ronald McDonald House at 333 Westmoreland Drive in Rochester. Ronald McDonald Houses worldwide provide temporary lodging for families with children undergoing medical treatment at nearby hospitals.

"This was the first time I've worked with students on a project that actually was going to be built; usually class projects involve textbook work," says LaVigne, who has taught in the construction technologies department for five years.

"It was a good experience for the students because they had an opportunity to meet the client, general contractor, architects, and engineers," LaVigne says. "Instead of having me talk about what happens on a project, they experienced it firsthand."

The Westmoreland Drive house, which opened in February, is the 128th such dwelling built since 1973, but this marked the first time that architectural technology students were involved in the design process.

"For a long time, I had wanted to involve college-age students on a professional level with some aspect of the house," says Nancy Robbins, chairperson of the board of the Rochester Ronald McDonald House. "I wanted a 'meaty' project for them, something that would be useful and permanent."

During a discussion with Wendell Thompson, assistant to the vice president/director of NTID, who later became a Ronald McDonald House board member, Robbins mentioned her interest in including local architecture students in some phase of the project and noted her disappointment that no local architecture programs existed. To Robbins' surprise, Thompson informed her that NTID had a program in architectural technology.

Thompson talked with Hugh Anderson, construction technologies department chairperson, about the feasibility of such a project.

In turn, Anderson presented the idea to LaVigne, who agreed that the project would provide good experience for students. Before fall quarter, Anderson, LaVigne, and Thompson met with project and building architects William Chapin and James Bridges at the construction site to look at the scope of the playhouse proposal.

"I tried to decide how to incorporate the project into the curriculum, and then I came up with some basic requirements that had to be fulfilled by students in order to produce what Ronald McDonald House board members wanted," says LaVigne.

"It was a perfect project because it wasn't too big," he adds. "It was just right for a first-time design problem."

Before students put their ideas on paper, they reviewed the architect's drawings and visited the construction site to see the playhouse's orientation to the main house.

Although students had free reign on the creative aspects of the design, three specifications had to be incorporated. The structure had to occupy 60-70 square feet, accommodate children up to 9 years old, and incorporate up to 700 special bricks on which donors' names would be inscribed.

"Since it was the first design project for many students, they were groping with what to do," LaVigne says. "As they became more comfortable with the design criteria, though, there were more variations and more creativity—that's when the ideas started to diverge."

Once the designs were completed, faculty members from the construction technologies department reviewed the projects and selected four finalists who presented their designs to the Ronald McDonald playhouse selection committee.

Designs by Gerald Eichler of Port Clinton, Ohio; Allen Fisher of Pittsburgh; William Porter of Greensboro, North Carolina; and Ronald Walker of Philadelphia and Albuquerque were chosen.

Fisher's design was a small Victorian-style house with a wrap-around

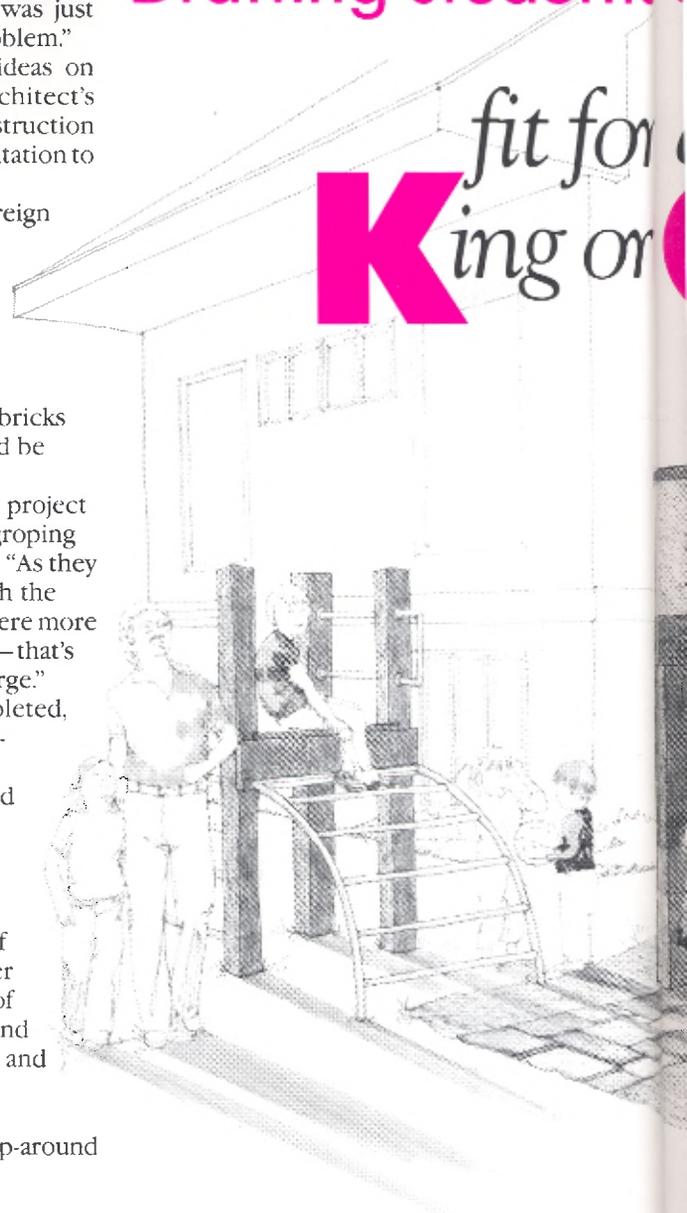
front porch, and Porter created a miniature replica of the Rochester Ronald McDonald House.

Eichler created a pentagon with a skylight. "I like working with geometric shapes," he explains. "I had never seen that design used for children before and thought it would be educational."

Eichler's interest in architecture began during his high school years. "When I was a senior in high school, I participated in a competition to design the mayor's house [in Toledo, Ohio], and my floor plan took first place out of 350 other entries from students participating from northwest Ohio."

Drafting students

fit for King on



Walker's interest in architecture developed while building houses with his father and uncles. In high school, he also completed several architectural drafting classes.

After coming to NTID, Walker further developed his drafting skills through a cooperative work experience, preparing renderings and construction documents for an architectural firm in Silver Spring, Maryland.

For the playhouse project, Walker designed a medieval castle complete with moat and stepping stones that serve as a bridge. Walker says he wanted the design to inspire children to have fun.

"I wanted the kids to be excited," he explains. "I believe the castle is a place where kids can fantasize; it's a place where they can feel like kings and queens."

Before making their formal presentations to the selection committee, the four students met with Glenda Senior, associate professor in the technical and integrative communication studies department, who provided them with tips on how to effectively communicate their ideas to the committee.

"We worked on the mechanics, such as preparing an outline and making

notecards that would help with the flow of the presentation," Senior says.

The students ran through their presentations several times in front of LaVigne and Senior, who encouraged them to think about their audience—which would include architects and lay people—and the types of questions they might ask.

"You can have the best idea in the world on paper, but if you don't support that idea with conviction, it won't sell—that's the type of thing we practiced," says LaVigne.

In November, the four students presented their designs, through an interpreter, to a panel of judges consisting of architects Bridges and Chapin, Robbins, and Thompson. Their fellow students also were in attendance.

Each student submitted two 24-by-36-inch blue-line prints mounted on foam core board. The first print was a site plan showing the relationship of the playhouse to the main Ronald McDonald House residence, while the second print was a larger scale drawing detailing a plan, elevations, sections, and dimensions of the playhouse itself.

"Trying to convince the committee to accept my idea was the most difficult part of the project... the rest was a piece of cake," says Porter.

Although most of the students had little experience presenting material before a group, all felt they were well prepared for the playhouse presentation.

"I was proud of the presentations the students gave," says Thompson. "They communicated their design goals clearly and concisely. The so-called communication barrier was essentially nonexistent."

LaVigne adds: "It was a really good feeling to see the students present themselves in a professional manner. They responded to questions about their projects concisely. I think we all left the presentation feeling upbeat."

Likewise, he says, comments from the architects and Ronald McDonald House board members all were positive.

"They were happy with the end product," LaVigne says. "I think it left a good impression of our program."

"All of the judges felt the students had a wonderful grasp of the needs of the situation and demonstrated great imagination in their proposals," Robbins agrees. "We were particularly impressed that the students made such professional presentations."

Children create a 'McPlayhouse'

Queen



A medieval playhouse Children can let their imaginations run free in this miniature castle located next to the Rochester Ronald McDonald House. Architectural technology student Ronald Walker designed the playhouse for a class project and Assistant Professor William LaVigne prepared the sketch. Construction of the playhouse is to be completed this summer.



Design in blue Students and teacher take a break from studying a blueprint during drafting class. From left to right, Gerald Eichler, LaVigne, William Porter, Walker, and Alan Fisher.

Chapin says he was impressed with the quality of the students' work. "There was substantial variety in the design schemes. Each design was well thought out from general concept through to detail, and each was well presented, with a good logical flow of information. It just goes to show that there are many ways to skin the old design cat."

Bridges, from the Rochester architecture firm Durfee & Bridges, says, "We were delighted by the quality of the work presented, and the students and faculty should be proud of the results."

The committee selected Walker's medieval castle for the playhouse. Walker says he felt confident about his design and presentation skills.

"I wasn't nervous because I had experience in giving presentations," says Walker, who is a resident advisor in one of RIT's dormitories and has served as a peer counselor.

Walker continued to work on the playhouse throughout the academic year. As his independent study project for the winter quarter, Walker produced technical drawings for his design and, in the

spring, worked with Bridges to supervise construction of the playhouse, which was scheduled to be completed this summer.

He says the project has helped him in several ways. "Working with the client and architects to adjust the design of the playhouse was a good experience," says Walker, whose career goal is designing houses.

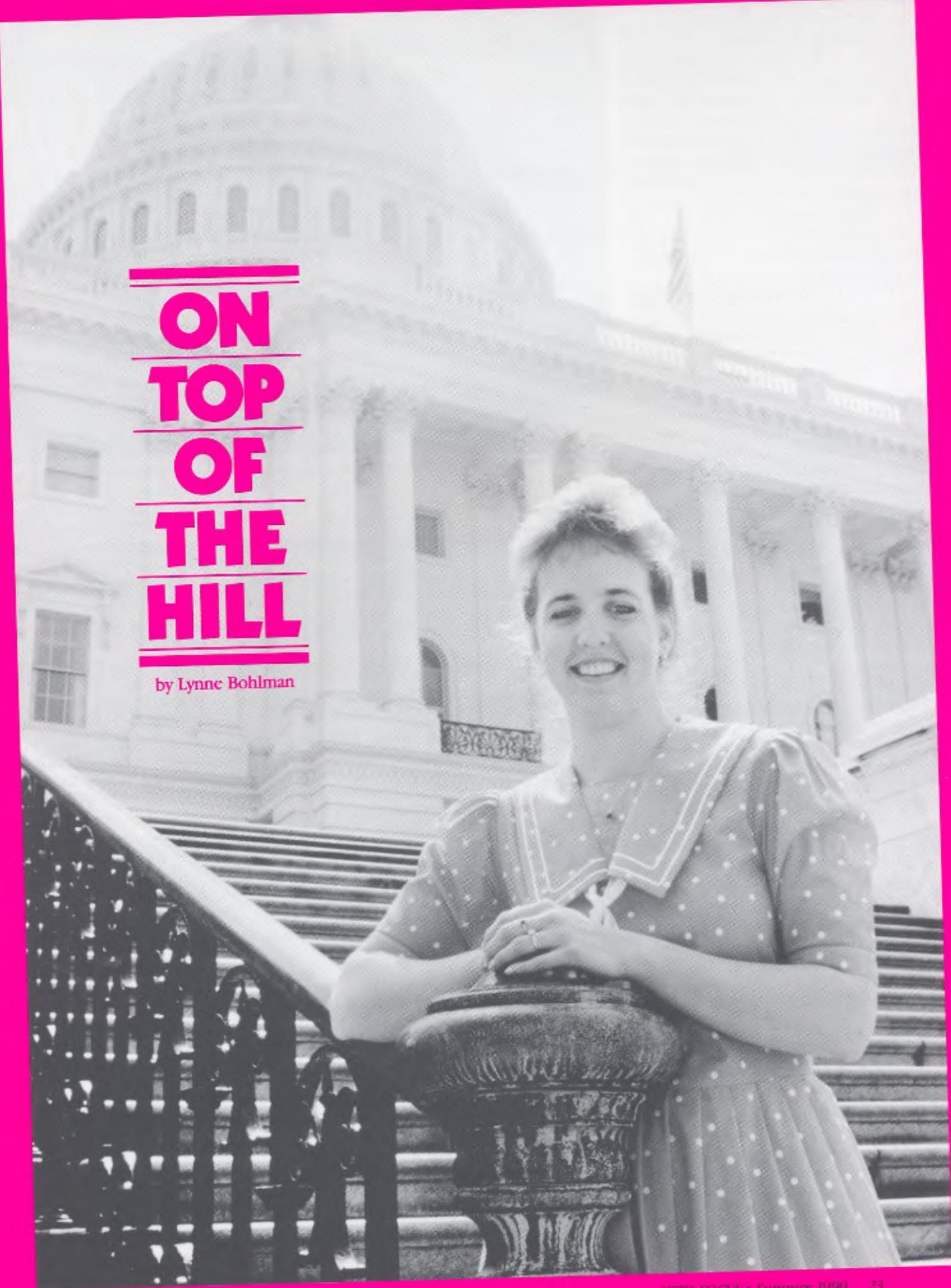
"I also learned a lot about building codes, safety requirements, and accessibility for disabled people."

For example, Walker altered his original design by widening the doorways to make the structure accessible to wheelchairs.

The original concept remained intact, though. It's still a place where kids undergoing medical treatment can escape for a while. It's a place where they can be kings and queens.



A princely presentation Walker highlights the details of his playhouse design during a presentation before a panel of judges representing the Rochester Ronald McDonald House.



**ON
TOP
OF
THE
HILL**

by Lynne Bohlman

Life now for Marcella ("Marci") Wolfangle is like a dream.

The funny thing is that living and working in the fast-paced, politics-is-king capital of the United States was never something Wolfangle dreamed about as a child growing up in Florida and Colorado. When she contemplated the future, Wolfangle planned to direct her considerable energies to being a physical education instructor.

"I never dreamed I would work on Capitol Hill," says this 1988 NTID graduate who received an associate degree in data processing.

Wolfangle also never dreamed of attending NTID.

"I really thought I would go to Gallaudet [University in Washington, D.C.]—I had planned to all my life. Then in my senior year, I changed my mind like that," she says with a snap of her fingers. "I went to NTID because I wanted skills related to a job. Data processing is such a hot field. I had to think about the long term."

Wolfangle's change of heart paid off. Her skills helped her land a job as computer mail response specialist in the office of Sen. Paul Simon, D-Illinois. She was hired March 6, 1989, the same day she was interviewed and only little more than a month after moving from Golden, Colorado, to Washington.

A friend had told her that jobs were more plentiful in Washington and, she says, "Life in D.C. sounded great. I just decided to do it."

Despite her good fortune in obtaining a position many might consider "dreamy," Wolfangle initially remained unimpressed.

"At first I thought my job was just a job," she says of working for someone who sought the Democratic presidential nomination in 1988. "Then I got a lot of compliments from my friends. People thought it was a big deal to be working for a senator. It made me feel excited.

"It's fun knowing what's happening before the evening news," she adds. "Now, I appreciate more the fact that I work on Capitol Hill."

Wolfangle's entrée to Capitol Hill was provided by Thomas Hattaway, senior staff assistant in the office of Sen. Bob Graham, D-Florida. Hattaway met Wolfangle when both were summer counselors at Camp Mark Seven in Old Forge, New York. At the camp, which offers deaf people of all ages outdoor recreation and leadership skills development opportunities, Wolfangle, then an NTID student, and Hattaway worked with children.



Her patriotic duty Marci Wolfangle organizes the stacks of mail for which she prepares responses.

In addition to art and waterfront activities, "We told horror stories to the kids at night and then had them walk outside in the dark together to supposed grave sites that we made," Hattaway says. "We had someone inside who, on cue, would jump out. The kids ran for their lives!"

Hattaway remembered his friend as someone who "smiled back" and "always said something good and positive." When he learned that Wolfangle had applied for a position on Capitol Hill, he spoke to a colleague, who was aware that Simon's office had an open position.

"Deafness played no role in Marci's hiring," says her supervisor, Arthur Greles, systems manager. "More important were her skills and qualifications as an employee.

"We had interviewed several others for the position," he adds. "Marci's résumé was impressive. She was the only candidate with a college degree and was obviously the most qualified."

Responding to the 7,000 pieces of mail received each week by Simon's office is an important responsibility, says Greles. Using coded responses on the computer system and inputting any revisions, Wolfangle answers correspondence related to national issues such as Social Security, the deficit, and needs of disabled people as well as concerns specifically related to Illinois, including agriculture and urban transportation.

Greles describes Wolfangle as an "excellent employee," one who is reliable, punctual, and accurate. She also picked up quickly on the computer system and remains eager to learn other things. Greles describes her as inquisitive.

"She's always asking, 'What else can I do to help? What else can you teach me?'"

Two new areas in which she hopes to become involved are Simon's re-election campaign this November and issues related to disabled people. She's in a good place for the latter as Simon is a senior member of the Senate Subcommittee on Disability Policy and co-sponsor of the Americans with Disabilities Act, passed by the Senate last September and the House of Representatives in May.

As for her personality, Greles says, Wolfangle gets along well with staff members and is friendly, likeable, and quick with a good joke.

None of this description surprises Paul Taylor, associate professor in NTID's data processing department, who instructed Wolfangle in two computer programming classes.

"I'm sure the fact that she uses computers easily stems from her early training at NTID," says Taylor.

As for her ability to work with people, he says it's "a natural talent." While at NTID, Wolfangle put that talent to work as athletic director, vice president, and president of Delta Alpha Sigma, a campus sorority.

"I was familiar with her extracurricular activities," says Taylor, "and I was happy that she was involved in these because it helped develop her natural talents for working with people."

While she's now in a good position to further develop her various talents and expand her interests, Wolfangle also has taught others, particularly her co-workers, about deaf culture.

"Marci is just a marvelous human being whose presence has helped sensitize the office not only to deafness, but to all people with disabilities," says Simon, who has a hearing loss and wears hearing aids in both ears.

Since Wolfangle was hired, six members of Simon's staff have completed an eight-week sign language course offered by the Senate. The office also acquired a TDD (telecommunication device for the deaf) for Wolfangle's exclusive use; hired a free-lance interpreter and subsequently supported a funding measure to make available on a full-time basis interpreting services for

all deaf Senate staff members; and most recently, leased a PhoneCommunicator, a computer system that allows telecommunication using the phone touch pad.

Greles particularly has taken to the language and culture Wolfangle brings with her and has continued sign language courses on his own at Gallaudet.

"Marci is extroverted and outgoing," he says. "Her personality encouraged me to get involved with and interested in deaf culture."

Now, Greles says, he has a TDD at home and several deaf friends. He also has been an advocate for the deaf community in the Senate and at large.

However, getting a second TDD for Wolfangle's use in the office—Simon already had one for constituents—was a "bit of a struggle," Greles says. "The senator called the sergeant at arms personally to aid in the acquisition of a TDD."

Another accommodation the office made was the provision of an interpreter. Simon's was the only senator's office

to hire an interpreter on a free-lance, as-needed basis. An interpreter was available for computer training, weekly staff meetings, and seminars.

"I certainly would recommend that when employers hire deaf people, they remember that the role of an interpreter is critical," says Greles. "Otherwise, little or no interaction takes place, especially when they're first starting out.

"Now, we rarely need an interpreter," he notes, "except for meetings."

Wolfangle's presence also played a role in the Senate's approval of providing funds for interpreting services for all deaf staff members.

In testimony before the Senate Committee on Appropriations in support of such funding last year, Simon referred to Wolfangle: "As a senator who has experienced hearing loss, I have my own personal understanding of what it means to be hearing impaired. I also have a deaf person on my Senate staff, Marci Wolfangle, and because there has not been an official policy in the Senate to provide interpreting services, I was forced to make arrangements for an outside interpreter to be available to my staff on an as-needed basis. Marci has told me that interpreting is essential for deaf staff to be able to actively participate in the functioning of a Senate office. I am proud to have her on my staff."

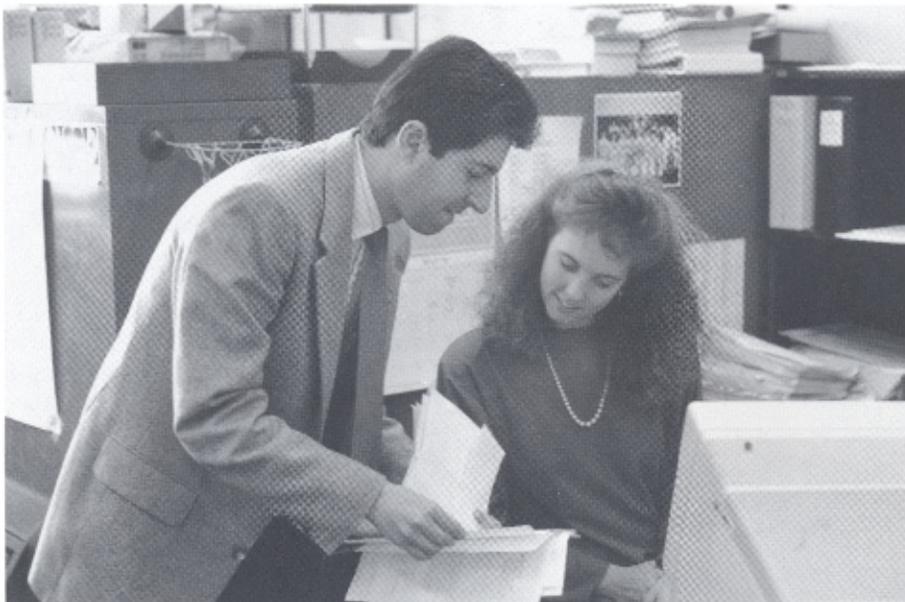
And though she never planned to be a presence in Senate business or to work on Capitol Hill, Wolfangle is satisfied to shelve her dream of being a physical education teacher.

Part of that satisfaction is due to her ability to balance her professional life with her enjoyment of almost any physical activity, including hiking and skiing. She also plays basketball—her favorite sport only because women traditionally have not played football. In addition to playing in a women's basketball league, Wolfangle also serves as the girls' basketball coach at the Kendall Demonstration Elementary School at Gallaudet.

"This way," she says, "I keep both goals. If I'd been a physical education teacher, I wouldn't have had the chance to work with computers or on the Hill. This way it's a better balance."



"At first I thought my job was just a job. Then I got a lot of compliments from my friends. People thought it was a big deal to be working for a senator. It made me feel excited."



Letter perfect Wolfangle and her supervisor, Arthur Greles, look over a few of the letters she has prepared.

An Explorer's Guide to **Cultural Understanding**

by Kathryn Schmitz

Rather than saying, "Hmm, hmm, I know," to indicate her understanding during conversations with a hearing colleague, Melinda Hopper, cross-cultural educator in the human development department, often twitched her nose.

"Nose twitching is something many deaf people do to indicate agreement or understanding," says Hopper. "My colleague lived with a manual deaf person, so I assumed she was knowledgeable about deaf culture and knew what my nose wriggling meant."

Her colleague was surprised to learn, however, from a workshop on deaf mannerisms presented by Keith Cagle, instructor in the sign communication department, that Hopper did not have a nervous twitch, but was communicating nonverbally with her.

Hopper's mannerism is but one example of a cultural behavior with a function and of the misunderstandings that can occur among people with different cultural backgrounds.

In deaf culture, subtle facial expressions and gestures often are used to nonverbally show secrecy and intimacy. When used in classrooms among deaf students, for instance, small signs and eye motions can serve the same role that passing notes and whispering do for hearing students.

Other cultures also have behaviors with specific functions that easily can be misunderstood by others. For example, in Japan, executives customarily arrive 15-30 minutes late for appointments, while those in the United States tend to be punctual. In Latin America, people customarily kiss one another on both cheeks in greeting and farewell, whereas in North America people keep their distance and shake hands. Each culture considers its own behaviors respectful, correct, and appropriate.



Looking out for each other Because deaf people need to look at each other when communicating, they depend on their partners to alert them to obstacles when walking. Here, Melinda Hopper, cross-cultural educator in the human development department, right, leads Vicki Hurwitz, visiting instructor in the department, away from the bannister without interrupting the conversation.

Perhaps the most important reason for bringing attention to such cultural differences is, as Hopper says, "to avoid negative stereotypes."

"Some hearing people perceive our behavior as rude or immature," she notes, "but it's not; it's an important part of deaf culture."

Through an informal survey of deaf people from Australia, Canada, England, Finland, and South Africa for his not-yet-published book *Conflict and Culture in Deaf and Hearing Interactions*, Cagle learned that deaf people in the United States share many cultural behaviors, such as touching to get someone's attention and relying on visual cues, with deaf people in these and other countries.

For example, Sheryl Eisenberg, career opportunities advisor in NTID's National Center on Employment of the Deaf, notes that while hearing people sometimes talk back and forth to each other between rooms through the walls, deaf people need to look at those with whom they're talking.

Eisenberg's desire for face-to-face communication and Hopper's nose-wiggling reflect deaf people's dependence on visual cues rather than sound for clear communication.

"We are visually oriented people," Cagle says.

Watching facial expression is critical to communication among deaf people. "Deaf people depend on facial expression to communicate moods, emphasis, and questions," says Hopper, "and sometimes their expressions of excitement are misunderstood by hearing people to be expressions of anger."

Facial expressions sometimes are subtle, like the nose twitch, and sometimes very dramatic.

Aaron Gorelick, manager in RIT's department of interpreting services, explains that deaf people communicating through sign language use facial expressions to serve linguistic functions. A slight raising or lowering of the eyebrows and upper half of the face can signal questions much as vocal inflection does in spoken language. The lower half of the face describes the subject.

"For example, if I sign a description of a very tall tree," says Gorelick, "I send my eyes skyward to show that I am looking up the tree, and I open my mouth slightly to indicate how tall the tree is."

Deaf people use their eyes in many ways. For example, in classrooms, rather than whispering, deaf students can point to objects with their eyes. Eye gaze also

can show relative location and indicate who is speaking or acting. Deaf people watch others for nonverbal cues as well.

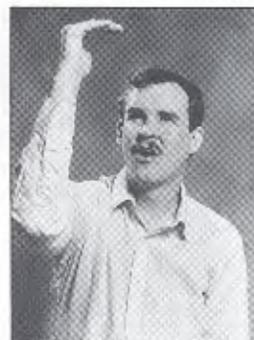
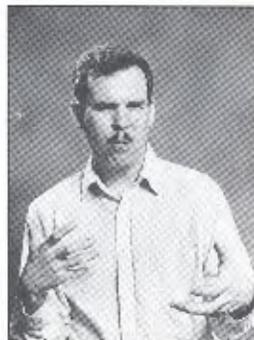
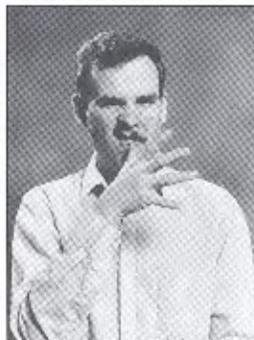
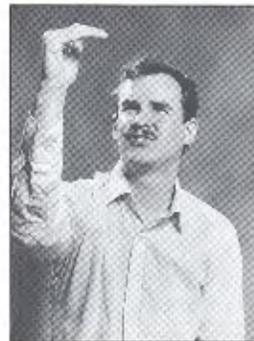
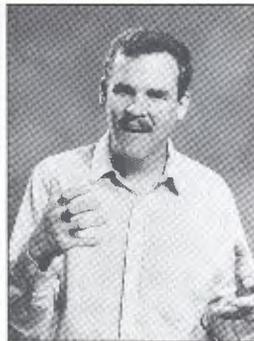
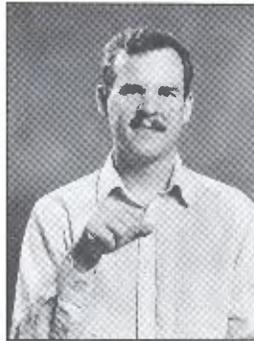
"We use eye contact to communicate many things," says Cagle. "We look straight at each other because we need to read lips and facial expressions as supplements to the signed message. If we're telling a story, we might shift shoulders and eyes to indicate the positions and expressions of people or things in the story."

Cagle adds that hearing people don't use eye contact in the same way because they use their voices to convey information or mood. Leslie Greer, adjunct instructor in the sign communication department, points out that when hearing people look away during conversations, deaf people sometimes assume they are no longer listening.

Greer notes that hearing people also don't touch other people as much as deaf people do. Deaf people depend on touch and vibrations to convey affection and mood as well as to get attention.

"We'll throw things, stomp on the floor, pound on tables, or flick lights on and off to get each other's attention," says Greer, "which might bother hearing people, but we need to do those things."

Face-to-face communication



Keith Cagle, instructor in the sign communication department, demonstrates, top to bottom from left, a positive, assenting nose twitch; negative, disgusted nose twitch; positive depiction of "fat"; negative depiction of "fat"; the first part of the sign for "tall"; second part of the sign for "tall" when describing a tree. One sign can have completely different meanings when made with different expressions.

Deaf people also use touch to guide each other when approaching obstacles, as Hopper points out. "If you watch hearing people in the mall," she says, "you'll see them walk closely side by side, looking straight ahead and talking with each other without turning their heads so they can see where they're going. Deaf people walk a little farther apart so they can watch each other's faces and hands as well as where their partner is walking, depending on their partner to do the same for them."

Informal social situations often highlight the two groups' different approaches to communication. For instance, each group tends to congregate in different areas of the house, according to Cagle. Deaf people tend to prefer kitchens for the best light and space, whereas hearing people like to sit in living rooms with dim lights and music playing.

Both groups also leave gatherings differently. Once hearing people finish their business or visits, they tend to depart in a short time, unlike deaf people.

"I took a hearing friend to a party with mostly deaf people," says Hopper, "and when we were ready to leave, I said goodbye to everyone, which took a long time. When we finally left, my friend told me that she thought I'd been rude to make her wait all that time. I explained to her that deaf people have long good-byes because we enjoy the easy, face-to-face social contact we can't have over the TDD [telecommunication device for the deaf] or out in the hearing world.



Elbow room Left, Kathleen Chajchuk, secretary in the applied science/allied health department, and Frederic Hamil, chairperson of the department, walk closely side by side, as hearing people usually do when walking; right, Hurwitz, left, and Hopper walk farther apart in order to watch each other's signs, as deaf people generally do.

Hearing people can use their voices over the phone to communicate more than just words."

On the other hand, Hopper notes that hearing people spend more time on small talk during greetings. Cagle agrees and adds that deaf people tend to bypass preliminary chitchat and get right to business.

"Our information and messages are sometimes viewed by hearing people as being bold compared with their usual subtlety," he says. "We will ask questions that are sometimes viewed by hearing people as blunt. Maybe we do this because we want to reduce potential misunderstandings that have occurred throughout our lives because of idioms, slang, and semantics. We describe and discuss people's physical features, but not in a rude way."

Meredith Ray, liaison interpreter in the department of interpreting services, has observed how her deaf relatives and friends bluntly describe others.

"They'll describe someone as fat or graphically comment on weight gains and losses," says Ray. "I'm still taken aback by their straightforwardness, even though I know they don't consider it rude."

Deaf people also will unhesitatingly share information that hearing people might consider not to be worth mentioning, perhaps because they can overhear it.

"After I finish a phone conversation while I'm with my deaf friends, I'll usually tell them who called and the topic of the call, even if my friends don't know the caller," says Hopper.

Deaf people also are more forthcoming about their reasons for departing a conversation or meeting.

"We announce why we're leaving a room," says Hopper, "for example, to go to the bathroom."

Cagle theorizes that many deaf people announce their departure in meetings—when hearing people would leave silently—because of their overprotected upbringing, when parents and schools insisted on knowing their whereabouts and activities at all times.

Gorelick explains that such announcements and descriptions are considered polite in deaf culture.

"Within deaf culture, that kind of behavior is perfectly acceptable," he says, "but hearing people unfamiliar with deaf culture are likely to be disconcerted by such behavior. That's how misunderstandings start."

Dr. Susan Foster, research associate in the office of postsecondary career studies and institutional research, confirms the discomfort of some hearing people with the behaviors of deaf people.

"Most hearing students arrive at RIT with no experience with deafness, so they experience a culture shock," says Foster. "First they feel confused, then they're a little aloof, and then they realize they feel awkward and just don't know what to do. Unfortunately, some of them feel so awkward that they never approach deaf students."

In their paper titled "Integrating Hearing and Deaf Students on a College Campus: Successes and Barriers as Perceived by Hearing Students," Dr. Paula Brown, assistant professor in the speech/language department, and Foster explain that the behaviors of deaf students that most disturbed hearing students were the ones that were unfamiliar to hearing students, such as pounding on a table to get someone's attention.

Brown and Foster's research also bears out the benefits of cultural education in reducing misunderstandings. Some hearing RIT students who replaced their negative feelings with positive opinions "attributed the change to an increased awareness of communication and of what it means to be deaf, including a better understanding of what they're [deaf students] going through and the difficulty of what they have to do."

Gorelick agrees that knowledge of another culture helps avoid misunderstandings.

"Take, for example, the different attitudes Japanese and American people have about punctuality," he says. "If an American businessman arrived promptly for a meeting in Japan, the Japanese executive might be offended and refuse to do business, even though the former thought he was showing respect for the latter's time."

Cultural differences can create problems, but are healthy, rich, and worth learning, according to Mary Louise Basile, associate professor in the business occupations department, who believes that people should celebrate such differences.

"We co-exist in this world and have a lot to learn from one another," she says. "When you work with deaf people, it's very important to know their culture so you can provide better services. If you understand their characteristics, you may work better with them."

Many hearing people don't realize that some deaf people understand hearing culture, according to Cagle.

"Ninety percent of all deaf people are born to hearing parents," he says, placing them in a non-deaf environment in which they learn how to adapt to a culture that acquires information differently than they do.

"Often, hearing people feel strange when they see the term 'hearing culture,'" continues Cagle. "They need to look at deaf culture first, and then they'll see and understand their own hearing culture."

Dr. Larry Quinsland, faculty development consultant in the office of faculty development, believes that cultural understanding is possible for both deaf and hearing people, especially if begun in childhood.

"I want to see a school full of kids, half of them hearing, half of them deaf," he says, "all committed to signing, speaking, jumping around, and being kids, learning ASL and English side by side. That's cultural understanding."

In response to some deaf people's concern that immersion in the English language and hearing culture will force a sacrifice of deaf culture, Quinsland says, "I think deaf people shouldn't worry about preserving deaf culture because it always will exist. The need for accurate and detailed communication is common to all cultures, and sign language always will support deaf culture."

For better understanding and communication, hearing and deaf people need to become acquainted with each other's cultures, according to Hopper.

"We have common interests and goals, so why be totally separate?" she asks. "We can learn from each other and try to understand each other. I encourage equal participation in communicating. Deaf people appreciate that hearing people try, and we all need to understand, respect, and support one another."

Cultural understanding, says Gorelick, "lubricates the gears of social interaction."

FOCUS On...

Dr. E. Ross Stuckless

by Kathleen Smith



An international leader Dr. E. Ross Stuckless, director of integrative research and co-chairperson of the Program Planning Committee for the International Congress on Education of the Deaf, poses in the foreground of the Rochester Riverside Convention Center, site of the 1990 Congress.

The ruddiness in Dr. E. Ross Stuckless' cheeks comes honestly. Perhaps it's because on the day he was born 56 years ago in Newfoundland, Canada, the temperature outside dipped to minus 37 degrees. Or maybe it's because his grandparents—a sailor who regularly ventured to the Arctic and a midwife who learned her trade via a mail-order book—passed on to him their adventurous spirits.

Regardless, on February 5, 1934, Edwin Ross Stuckless, director of integrative research at NTID, became the first son in a family known for its hardy nature.

That hardiness has come in handy this

past year as Stuckless assumed responsibility, along with Dr. Doin Hicks, vice president for institutional research and planning at Gallaudet University in Washington, D.C., for putting together the program for the 17th International Congress on Education of the Deaf (ICED).

The Congress, which will be held in Rochester July 29-August 3, is an international gathering of those concerned with the education of deaf people and, in this case, will focus on issues related to the advancement of educational opportunities for deaf people worldwide.

How did a veteran researcher get involved in this major international event? According to Dr. William Castle, director of NTID and vice president for government relations for RIT, it was Stuckless' "finesse with people" that earned him the job. Add to that his

meticulous work habits—Stuckless is on a 10-month faculty contract at NTID, but Castle contends that "Ross' conscience disallows him to stay away during the summer months"—and you have the logical Program Planning Committee co-chairperson of a five-day extravaganza that will involve thousands of participants, volunteers, and dollars.

Stuckless is well suited for the task. He has been at NTID since 1967—making him a member of NTID's "Founders' Family"—and he has an extensive professional and personal interest in deafness.

The latter is because of his younger brother, David, whose rubella-caused deafness ultimately influenced Stuckless' career path.

Growing up in Toronto, Stuckless was a typical Canadian youngster who played high school football and Canadian Youth Hockey. He was atypical, however, in one respect—he lost an arm to cancer at age 6. Still, Stuckless was so adept at hockey that his expertise once received coverage in the *Toronto Star*. After the article appeared, Stuckless gleefully recalls, he received "at least 25 right-handed hockey gloves from all over Canada."

"Sporting goods owners, people who had lost one glove, everyone, it seemed, had a glove for me. I think I still have one or two packed away someplace."

Stuckless enrolled at the University of Toronto in 1952 to study psychology and soon found himself immersed in both academics and married life. After graduating in 1956 with a bachelor's degree, he traveled to New York City to investigate Columbia University's graduate program in clinical psychology for deaf adults. A side trip, however, changed his plans.

Stopping to visit the American School for the Deaf (ASD) in West Hartford,

Connecticut, Stuckless decided "instinctively" to postpone his studies and join the ASD staff as school psychologist, house parent, and swimming instructor.

Stuckless stayed at ASD for two years, then enrolled at Gallaudet University to pursue a master's degree in special education of the deaf. Some high level hijinks almost cost him that degree (you'll have to ask him), but he graduated in 1959 and took a job as a teacher and psychologist at the Western Pennsylvania School for the Deaf in Pittsburgh. In 1961, he became an instructor and research assistant at the University of Pittsburgh (Pitt), moving ever closer to his ultimate career niche in research.

"I stayed at Pitt for six years," Stuckless recalls, "working on programs to prepare teachers to work with deaf students and researching language development of deaf children and the underemployment of deaf adults."

In the mid-1960s, Stuckless contributed to the University of Pittsburgh's proposal to host a newly approved national technical institute for deaf students. The university was a finalist, but it was Rochester Institute of Technology that won the bid to host this exciting new program.

When Stuckless' teacher at Gallaudet, audiologist Dr. Robert Frisina, was selected to head the new Institute, he asked Stuckless to join him.

Frisina, now director of RIT's International Center for Hearing and Speech Research, says Stuckless was an attractive candidate because of his combined experience in education of the deaf, higher education, and research.

"Ross' background was strong in all three areas, and at that time it was rare to find a person who had such experience."

"I had never been to Rochester or heard of RIT," Stuckless admits, "but it was a combination of my interest in NTID and the opportunity to work with Bob that led me to accept."

"Frankly, I was not sure that RIT was the right place for NTID until I came here and began working. Then I realized that it clearly was the place. The new facilities, the daring faculty, the technical curricula... it was terrific."

As head of the division of research and training, Stuckless initiated the Institute's formal research efforts as well as professional training. Among his many credits are the development of NTID's interpreter training, internship, and notetaking programs; real-time graphic displays that are used for special presentations; and the Institute's mini-conventions of the 1970s.

"Ross is one of the Institute's great initiators," says Castle. "He is extremely well organized, conscientious, and creative."

Frisina adds: "Ross has proved to be a credit to this Institution by virtue of his contributions to NTID as well as the general field of education. His commitment and level of understanding have been carried out in statesman-like fashion."

As Stuckless had followed Frisina, so did several of his graduate students at the University of Pittsburgh follow him to NTID, including Dr. Gerard Walter, director of the office of postsecondary career studies and institutional research.

"When I think of my many years of association with Ross," says Walter, "the one thing that stands out in my mind is how good he was at encouraging young professionals. He persuaded me, in October 1963, to enroll in a master's degree program for training teachers of deaf persons and he continued to encourage me during my doctoral studies and later on when I joined NTID in 1968." Professor Richard Zakia of RIT's School of Photographic Arts and Sciences remembers meeting Stuckless during the 1968 "orientation to deafness" sessions that were held for RIT faculty members and administrators.

"I was a complete stranger to deafness," Zakia says. "At the time, I was working on a graduate program in educational psychology. As a result of meeting Ross, my dissertation ended up being on deafness and fingerspelling. He was a great inspiration to me."

Adds Professor Emeritus Robert Panara, NTID's first deaf staff member, "Ross made sure that RIT got a taste of deafness and deaf people up close by encouraging me to become NTID's deaf 'public relations spokesman.' As such, I arranged to meet with... something like 32 student organizations. Ross knew what he was doing. Not only did we 'prepare the climate' for the first pilot group of 70 deaf students the next year, we also laid the groundwork for those hearing students who went on to become volunteer notetakers and interpreters."

Much of Stuckless' research efforts in the early 1970s centered on socialization and mainstreaming, ageless topics that will be discussed during the upcoming Congress. In preparation for the summer meeting, Stuckless has reviewed more than 600 presentation abstracts submitted on those and other topics, accepting more than 400 of them.

Says his co-chairperson, Hicks, "Ross is the glue that holds the ICED Program Planning Committee together. He has

tremendous capacity to look at the big picture while at the same time keeping up with all the details. He is doing a fabulous job and should be given the lion's share of the credit for the program."

Adds Jean DeBuck, Congress administrator, "Ross tried to accommodate as many proposals as possible and, at the same time, put together a program that is exciting and informative. He's done a wonderful job of organizing things."

When he is not thumbing through stacks of proposals and diagrams of the Rochester Riverside Convention Center, site of the Congress, Stuckless spends time in his garden and shares grandparenting duties with his wife, Carol, special assistant in the office of the vice president/director.

Their courtship began in 1985 when Stuckless was asked to escort the late Eloise Thornberry, then a member of NTID's National Advisory Group, to dinner. Stuckless, whose first wife, Lois, had died in 1984, was "not ready to venture out socially," and so he asked Carol, who was then his secretary, to accompany him.

"I was just trying to help him out," says Carol.

As it turned out, the threesome enjoyed a nice dinner and Carol was intrigued by the warmth that she discovered in her boss. They were married in 1986.

That warmth—as well as his professional talents—recently earned Stuckless a particular honor. Each year, Dr. M. Richard Rose, president of RIT, recognizes a small group of faculty and staff members for the excellence of their work. Stuckless was honored in this way in February.

"We honored Ross this year at our annual 'Celebration of Excellence' dinner for his significant and outstanding contributions to NTID and RIT over the years," says Rose. "His dedication and expertise have greatly benefitted this institution."

Stuckless' love of his work contributes to his drive and commitment.

"Preparing for this Congress has been enjoyable and professionally satisfying," Stuckless says. "I enjoy it because it has substance and variety, and I like that. I truly believe that I have the finest job in the world."



RIT Honors Federal Government Official

RIT President M. Richard Rose presented an honorary degree to Rep. Frank Horton, dean of the New York Congressional Delegation in the U.S. House of Representatives, at the NTID Academic Awards Ceremony held May 18 in the Robert F. Panara Theatre.

Horton (R-N.Y.) has demonstrated a long and continued interest in RIT, especially NTID. He was honored in 1987 when the Frank Horton Endowed Scholarship Fund was established with the proceeds from a dinner celebrating his 25th year in the House of Representatives.

Also during the ceremony, several NTID students received awards for their outstanding academic achievements and contributions to the community.

Speaking Out for Independence

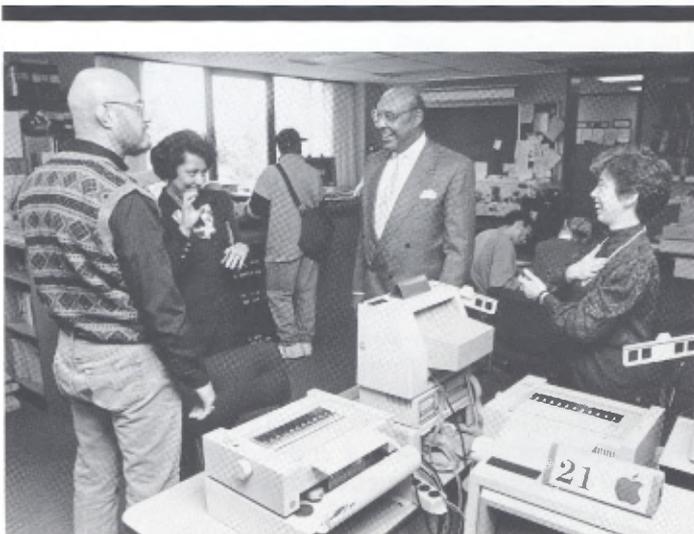
Two speakers who made presentations at NTID March 13 brought different messages.

One sought to dispel misconceptions about disabled people, and the other spoke in support of American Sign Language (ASL) in education.

Bonnie Consolo, a psychology student pursuing a bachelor's degree at Morehead State University in Kentucky, was invited to NTID as part of the Special Speaker Series. Born without arms, Consolo presented a 30-minute award-winning documentary, titled *A Day in the Life of Bonnie Consolo*, which shows how she accomplishes daily tasks such as driving, writing, and caring for her children by using her feet and mouth. She then answered questions from the audience.

Dr. Harlan Lane, author of *When the Mind Hears*, a history of deafness beginning in the 18th century, was invited to the Institute by students.

He spoke in support of using ASL in education of deaf students "because the present system isn't working and because ASL is a perfectly good language."



Sharing a laugh From left to right, Dana Hughes, a second-year student, chats with Dr. Sybil Ishman, chairperson of the English department; Rep. Louis Stokes (D-Ohio); and Margaret Brophy, visiting instructor in the English department. Stokes, member of the Subcommittee for Appropriations for Labor, Health and Human Services, Education, and Related Agencies, visited NTID in February. A stop in NTID's English Learning Center was part of his campus tour.

NEWSMAKERS

- **Dr. Gerald Argetsinger**, associate professor in the general education instruction department, has been named director of the Hill Cumorah Pageant, held July 13-21 in Palmyra, New York. The 75-minute production, sponsored annually by the Church of Jesus Christ of Latter-Day Saints, uses 600 actors to depict several incidents from the Book of Mormon.
- **Dr. T. Alan Hurwitz**, associate vice president for outreach and external affairs, became a member of a newly created New York state advisory committee that will address the needs of people with disabilities.
- **Instructional design and technical services** staff members once again played an important role in the Council for Better Hearing & Speech Month campaign. **Robert Iannazzi**, media specialist in the instructional design and evaluation department (ID&E), took photographs for the campaign poster and print PSA, which **Ken Merchant**, artist/designer in ID&E, and **Willard Yates**, production manager in ID&E, helped produce. **David Conyer**, coordinator of television production; **Chris Nuccitelli**, senior television producer/director; and **William Anilosky**, television operations engineer, all in the instructional television and media services department, produced the television PSA, which has been shown on 400 television stations nationwide. Also, **Marcia Dugan** and **Kathleen Smith**, director and assistant to the director, respectively, in the division of public affairs, represented NTID on the Council Steering Committee. Richard Dysart of television's *L.A. Law* was this year's honorary chairperson.
- **Dr. Gary Long**, research associate in the educational research and development department, and **Dr. Larry Quinsland**, faculty development consultant in the office of faculty development, won the Best Paper Award this year from the American Educational Research Association. Their paper, "Teaching, Interpreting, and Learning: Implications for Mainstreaming Hearing-Impaired Students," relates how much deaf students learn to the skill levels of their sign language interpreters.
- **Andrew Mayer**, who graduated from RIT's College of Fine and Applied Arts in 1986 with a master of fine arts degree, became NTID's alumni relations administrator in February. He will develop alumni chapters, assist alumni with membership, coordinate workshops and reunions, and write *Alumni Newsletter*.
- **Diane Weisskopf**, visiting instructor in the business occupations department, and her family watched the February launch of NASA's space shuttle *Atlantis* from the Kennedy Space Center in Florida at the invitation of Pierre Thuot, one of the shuttle's five astronauts. Thuot spoke at NTID last year. Among the 10 personal items he was allowed to take into space was a photograph of NTID.

NTID Message Sent to Cable Viewers Worldwide

NTID staff members were guests February 8 on a cable television program beamed via satellite to viewers worldwide. During the 30-minute *Off-Hand* program aired on Silent Network, host Herb Larson interviewed two members of NTID's department of instructional television and media services (ITV) and one member of the department of career outreach and admissions.

David Conyer, ITV coordinator of television production, and Chris Nuccitelli, senior

television producer/director, were invited to appear on the program, taped in Hollywood, as producers of NTID's documentary *Portraits*, which won the grand prize last year in Silent Network's video awards contest. *Portraits* explores the lives and successes of four deaf people.

Dianne Brooks, manager of career outreach and enrollment services, also appeared on the show and discussed NTID's programs of study, support services, and admission criteria.



Dear Friends of NTID,

RIT may be well known for the stature of its academic programs, the variety of its significant applied research projects, and its vital links with the corporate world, but the bottom line at RIT remains to offer a quality education that translates into student satisfaction. RIT continually seeks new ways to better serve its 13,000 full- and part-time undergraduate and graduate students.

One measure RIT recently took in furthering this effort was the establishment last September of an office of student ombudsman. Charged with balancing student problems with the policies of the Institute, RIT's ombudsman investigates student concerns and, through mediation, helps the parties involved achieve equitable settlements. Some typical student concerns relate to financial difficulties, problems with living arrangements, and conflicts with professors or academic programs.

Dr. Barry Culhane was selected as RIT's first student ombudsman because of his obvious caring for students. His concern and dedication are clearly evident throughout his 16 years as a faculty member at NTID. An effective moderator, Dr. Culhane is able to work with the various components on campus, encourage them to work with one another, and defuse uncomfortable situations, in part, by liberally using his vast experience and well-known sense of humor. In addition, his enthusiasm, warmth, and understanding make him an ideal ombudsman.

The Institute and its faculty and staff members support Dr. Culhane's efforts to make RIT a better place for all students.

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

*Dr. M. Richard Rose
President, RIT*



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ADDRESS CORRECTION REQUESTED

Her dog, Byron, is not the only literary element in Rita Straubhaar's life, p. 14.



Photography by A. Sae Weister