WINTER/SPRING 1992

FOCUS NTID

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

Vice presidential visitor Marilyn Tucker Quayle, wife of Vice President Dan Quayle, greets an enthusiastic group of students eager to catch a glimpse of her as she toured NTID January 15. Quayle, whose sister has a severe hearing loss, has made addressing the needs of deaf and hard-of-hearing people one of her priorities.

Photography by A. Sue Weisler

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ABOUT THE COVER

Richard Waterman, third-year medical laboratory technology student, helps jazz up the NTID Combo, one of RIT's varied musical groups. See related story, "Good Vibrations," page 23.

Cover photography by A. Sue Weisler.

FEATURES

DEPARTMENTS

FOCUS NTID

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Courtesy of Deaf West Theatre, p. 5 (bottom)
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Courtesy of Bryan Lloyd, p. 29
Wendy Foster, p. 30 (top)
Courtesy of the Bohli family, p. 30 (bottom)

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

FROM THE DIRECTOR'S DESK

An old friend with a new look—much the same, yet different and exciting. That's what you get with this issue of *FOCUS*, and that's what those of you who responded to last year's reader survey indicated you wanted.

The decision to reformat and redesign *FOCUS* was made in response to several influences. Quite simply, the magazine's staff felt it was time for a change. *FOCUS*' "old" look had served NTID and its various publics well for numerous years; it was felt that the time had arrived to update *FOCUS*' look to better reflect the growing maturity and sophistication of the Institute it represents.

The magazine's reformatting also was influenced by a perception that readers' time is more limited than ever before. For this reason, the new *FOCUS* includes several articles that are briefer than the traditional feature-length story. These shorter articles, or "departments," often have the additional advantage of being more current.

Finally, if *FOCUS* was to change, the staff wanted to be certain that the "new" magazine responded to the needs and desires of its readers. Thus, the reader survey was conducted, and responses were used to help shape changes.

More than 300 readers responded to the survey. Generally, respondents were satisfied with the overall design (85 percent) and with topics covered. Eighty-five percent of those who responded enjoyed reading about current issues in the deaf community; 77 percent liked reading about deaf people in the work force; 74 percent about people/personalities; and 64 percent about research and NTID educational programs. However, more than half wished to see more coverage of controversial topics and issues that go beyond NTID. Forty-four percent indicated that they were interested in more coverage of current events. An overwhelming percentage (87) wanted the magazine's name to remain the same.

We received more than 125 additional written comments about *FOCUS*. A few were negative, such as "Your effort to be politically correct is so obvious as to be offensive" and "Too many stories of hard of hearing, not enough about profoundly deaf!" However, the majority were positive and included "I would be willing to pay a fee for the magazine" and "Always enjoy reading *FOCUS*—begin wondering when the next one will arrive after finishing an issue!" We appreciated receiving all comments.

Based on readers' responses, the magazine's look has been updated, but it is not a total start-from-scratch overhaul.

While much has changed about *FOCUS*, its basic purpose remains the same: to provide awareness of deaf people's needs and accomplishments through news and feature stories about NTID students, graduates, employees, and programs.

An old friend with a new look.... I invite you to let us know what you think of the changes made in *FOCUS*. Happy reading!

William E. Castle

Dr. William E. Castle

AROUND THE QUAD

Students rally for accessibility

NTID Student Congress (NSC) leaders and other deaf students and professionals on campus rallied and petitioned the RIT administration during the week of October 28 as part of a "Campaign for Accessibility Now" (CAN).

The campaign was an outgrowth of many deaf students' perception that, although RIT has one of the largest deaf populations of any college in the country and has made some efforts to provide access to deaf students, it has failed to provide safe and equal access throughout campus.

Campaign efforts, led by students Anthony DiGiovanni, NSC president, and Eric Emmons, included rallies—in front of the Student-Alumni Union and the George Eastman Memorial Building as well as in the quad behind the Lyndon Baines Johnson Building—and circulation of a petition in support of greater access.

Among suggestions made by students in letters addressed to RIT administrators were that:

- all campus safety and emergency medical personnel be skilled in sign language and familiar with deaf culture
- 15 percent of personnel in every RIT service department be skilled in sign language and familiar with deaf culture
- every RIT department have at least one TDD (telecommunication device for the deaf) and that personnel be trained in its use
- fire alarm and door bell signals be installed in all residence halls, apartments, and RIT buildings
- all public pay phones on campus be replaced with public phones compatible with TDDs.

Dr. Thomas Plough, RIT executive vice president and provost, led a meeting with students and RIT administrators November 11, during which concerns were discussed and priorities established. Students and administrators will continue to work to address accessibility issues throughout the academic year.

Strategic planning: Matching process begins

NTID's Strategic Planning Committee, charged with creating a vision and plan of action that will carry the Institute into the 21st century, has received reports from all planning task forces and has begun to identify common themes, issues, and recommendations.

The nine task forces, whose memberships include more than 100 faculty and staff members, students, and alumni, reported on values assessment; internal strengths and weaknesses; strategic issues identification; external scanning (political/legal/economic, technology, social/demographic); and program/service mix (academic, academic/student support, administrative).

The 15-member Strategic Planning Committee also has completed a second draft of a new mission statement for NTID, which was revised in response to feedback received from the NTID community. The mission statement will be completed when final recommendations are made by the committee to NTID's executive directors in May.

The submission of recommendations in May will bring to a close the first level of planning. The second level of planning, which will take place throughout the next three academic years, will begin with implementation of those recommendations adopted by NTID's administration.

Educator receives RIT Presidential Medallion

Dr. Gengi Murai, president of the Asian Interactive Association on the Hearing Impaired in Tokyo, was presented with an RIT Presidential Medallion last summer.

Dr. William Castle, director of NTID and vice president for government relations for RIT, presented the award in recognition of Murai's support for the education of deaf and hard-of-hearing people in Japan and his commitment to international educational opportunities.

Murai has dedicated more than 30 years to the education of deaf students, beginning in 1960 when he became vice chairman of the Association for the Education and Welfare of the Hearing Impaired, Inc.

NEWSMAKERS

Applied Computer Technology (ACT) is the new name of what was formerly the data processing department in the School of Business Careers. The new name better reflects the curriculum that currently is offered.

Dr. Gerald Argetsinger, associate professor in the department of general education instruction, has been selected for inclusion in *Who's Who in Entertainment*. Argetsinger is artistic director of the annual Hill Cumorah Pageant, the country's largest outdoor drama, held in Palmyra, New York.

Former National Advisory Group (NAG) chairperson and current honorary NAG member **W. Frank Blount**, president of AT&T's Network Operations Group, has been appointed president and chief executive officer of the New American Schools Development Corporation, a business-financed, not-for-profit corporation dedicated to improving the nation's schools.

Drs. Susan Foster and **Gerard Walter** of the Center for Postsecondary Career Studies in Deafness are editors of a new book, *Deaf Students in Postsecondary Education*, which will be published in April. The book discusses the provision of support services for deaf students in mainstream postsecondary settings.

In April, National Advisory Group member **Dr. William P. Johnson**, superintendent of the Iowa School for the Deaf, will become president of the Conference of Educational Administrators Serving the Deaf.

The National Advisory Group welcomes new members **Charles Estes**, executive director of the National Association of the Deaf; **Nancy Muth Krause**, 1980 graduate of the medical record technology program and an apprentice teacher of deaf adults in Minnesota; **William F. Loftus**, vice president and treasurer of Cabot Corporation of Boston and parent of an NTID student; **Jane Pulver,** RIT board of trustees member; and **U.S. Rep. Louise Slaughter**.

Dr. John-Allen Payne, assistant professor in the department of English, is spending the current academic year at the University of Veliko Turnovo in Bulgaria as a Fulbright Scholar Grant recipient. Payne, a nine-year NTID veteran, is teaching reading, grammar, rhetoric, and composition.

David Staehle, 1988 business technology graduate, is the new administrator of the office of alumni relations.

Dr. Joanne Subtelny, communication research associate, died August 27. Subtelny specialized in aural/oral habilitation and speech disorders related to cleft palate. She was a Fellow of the American Speech-Language-Hearing Association and received the Honors of the American Cleft Palate Association. In April, NTID's self-instruction laboratory will be dedicated in her memory.

Sunshine Too, NTID's professional touring theater group, was recognized in October for its contributions to the creative arts by Arts for Greater Rochester. A documentary film about Sunshine Too produced by NTID's **instructional television and media services department** won a certificate of honor for educational/documentary films also in October at the Thirteenth Annual Media Access Awards in California. The Media Access Office, Inc., is a national disability resource to the entertainment industry.

The NTID Foundation emphasizes private support

The NTID Foundation, a group of individuals interested in maintaining the vitality of the Institute through private support, was initiated October 30 with a formal luncheon for nearly 100 NTID supporters and friends.

The NTID Foundation formalizes the relationship between supporters and the Institute and establishes a mechanism through which individuals who have expressed interest in NTID can become involved on an ongoing basis.

"I'm impressed with the quality of NTID's programs and people," says William F. Loftus, chairman of The NTID Foundation. "NTID's future will depend more and more on private support. I stepped forward to help in this endeavor because I care and because I believe that I can help make The NTID Foundation a noteworthy success."

Neal Pilson

William F. Loftus

Loftus is vice president and treasurer of Cabot Corporation of Boston and former senior financial executive officer of USAir and Allied-Signal, Inc.; his son, Bill, is enrolled in NTID's School of Business Careers.

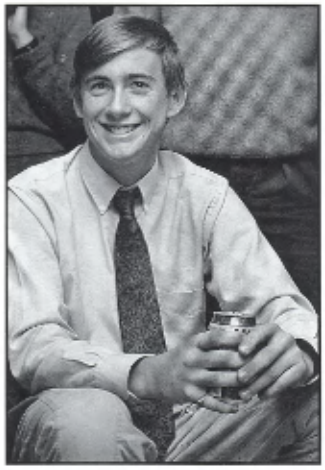
Neal Pilson, president of CBS Sports, was keynote speaker at the kick-off luncheon. Pilson's son, Mickey, graduated from RIT last summer.

Also during the luncheon, several leadership gifts to the Institute were announced:

- $100,000 pledged by The Max Factor Family Foundation to establish an endowed scholarship fund
- $50,000 from The Ralph M. Parsons Foundation to purchase technical equipment for NTID's manufacturing processes laboratory
- $50,000 from an anonymous donor to establish a charitable annuity trust for scholarships
- $45,000 from NYNEX Corporation to support Explore Your Future, a week-long program for deaf high school juniors, and Teaching Mathematics and Science to Deaf Students in Mainstream Environments, a workshop for teachers of deaf students in mainstream settings
- $44,990 in equipment for the School of Visual Communications' High Technology Center from Sun Microsystems
- $25,000 from the Ira DeCamp Foundation in support of research on aging at RIT's International Center on Hearing and Speech Research.

Specific objectives of The NTID Foundation are building NTID's endowment, particularly in support of scholarships, and upgrading the Institute's equipment for its technical degree programs.

A campaign for 'compassion and understanding and love'



Henry Nicols

On Election Day 1991, Henry Nicols, an 18-year-old Eagle Scout who has AIDS, visited NTID as part of his campaign "to encourage others to understand the risks and myths of AIDS."

A guest of NTID's Special Speaker Series, which is sponsored by the Rothman Family Endowment, Nicols told his audience of about 400 students and faculty and staff members that they have the power and responsibility to change the way they think about AIDS and behave toward those who have the disease.

"If I'm the first person with AIDS you've ever met, you're lucky," Nicols said. "I can guarantee you I won't be the last."

Until March 1991, Nicols, a hemophiliac who contracted the disease through an infusion of a blood product probably when he was 11 years old, had told no one outside his immediate family that he has AIDS.

Since last spring, Nicols has traveled around the country speaking to groups about his and his family's experience in Cooperstown, New York, where the community has been supportive of the Nicols family.

"My project is not about AIDS," he said. "It's about compassion and understanding and love."

Nicols' presentation at NTID included family slides and exchanges of humor with his sister, Jennifer, who traveled with him. He told his mostly young audience that they are in a category of people who are at great risk for contracting AIDS. The fastest growing age group of people with AIDS are those 16-25, largely due to a failure to practice safe sex.

He also encouraged his audience to vote for him for the U.S. presidency—in the year 2008. Since candidates must be 35 in order to run for president, Nicols has to wait until then to fulfill a childhood dream.

"So in the year 2008, vote for Henry," Nicols said. "If you don't," he added in a softer voice, "I'll come back...."

Playing 'Gin' Tony Award-winning actress Phyllis Frelich and NTID Assistant Professor Patrick Graybill appeared on the Robert F. Panara Theatre stage in November in D.L. Coburn's *The Gin Game*. The two-character drama was the inaugural production of Deaf West Theatre, the only nonprofit, deaf professional performing group west of the Mississippi and the first resident theater to use only American Sign Language. The production played to sold-out houses on the West Coast during its first five-week run last spring.

Judge and myth-defier visits NTID

Another guest of NTID's Special Speaker Series this fall was Richard S. Brown, an appellate judge in the Court of Appeals of Wisconsin, District II, who talked about his career and how being deaf has not impeded his goal of practicing law.

"It's important for employers to see us [people who are deaf] at work because once they realize we can do the job, it dissipates a myth they've always held," said Judge Brown, who lost hearing in his right ear at age 3 as a result of measles and in his left ear at 36 following surgery to remove a tumor on his auditory nerve.

By using a cochlear implant, an electronic device that provides sensations of sound via electrodes implanted in the auditory system, and real-time captioning, a system that instantaneously captions courtroom dialogue, Brown has continued his 13-year career on the bench despite others' skepticism.

Addressing a group of deaf RIT criminal justice students before his lecture, Brown said, "With the advent of the Americans with Disabilities Act, criminal justice organizations, such as police departments and the FBI, will be forced to rethink their qualification requirements for jobs. I think there will be many more openings for people who are deaf or hard of hearing."

Celebrating a visual literature

by Kathryn Schmitz

Must a language possess a written form to have a literature? Not at all, as the first National American Sign Language (ASL) Literature Conference, held October 10-13 at NTID, illustrated.

Like people of other cultures around the world, deaf people whose primary language is ASL have passed on the values and beliefs of their culture through a rich literary heritage—the retelling of stories, poems, and jokes through the visual language of ASL.

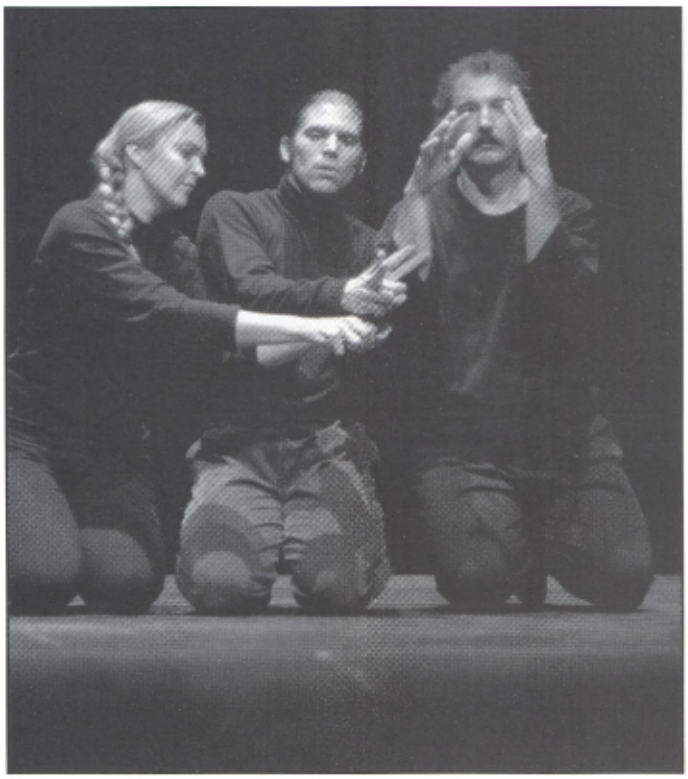
Patricia Durr, assistant professor in the department of human development and one of three co-coordinators of the conference, stresses that the event was a means of celebrating, not legitimizing, ASL literature.

"Deaf people already realize that ASL has a literature," she explains. "We were celebrating it with performances and in-depth analysis, not trying to prove that it exists. The goal of the conference was to empower deaf people involved in ASL literature by showcasing their works."

The four-day conference was co-sponsored by NTID; the RIT campuswide Creative Arts Program, headed by NTID Director William Castle; and Flying Words Project, a Rochester, New York-based nonprofit organization that sponsors the only sign language poetry series in the United States. It brought together artists, scholars, and educators with the goal of providing a forum for the exchange of ideas related to the creation, instruction, analysis, and appreciation of ASL literature.

Nearly 200 people from 19 states, the District of Columbia, and the Canadian provinces of Manitoba and Quebec attended the conference.

Performances by well-known ASL poets, storytellers, and actors were complemented by artist-led workshops and other scholarly presentations. During these presentations, educators discussed how ASL literature can be made an integral part of curricula in programs serving deaf students and students of ASL as a foreign language. Other presentations addressed analysis of different genres of ASL literature and compared ASL's literary tradition with that of other cultures that have "oral" (unwritten) traditions.



Remembering the darkness Johanne Boulanger, Peter Cook, and Serge Briere perform an ASL poem about one family's experience during the Holocaust.

Presenter Wendy Low, visiting instructor in the liberal arts support department, observes that the conference offered attendees high-quality performances and thought-provoking lectures. In her presentation, she discussed the history of ASL poetic duets and the reasons why poets adopt such a form.

"As a hearing writer and performer of English poetry and as an educator working with deaf students, I am in love with ASL poetry," she says. "Living in Rochester during a virtual explosion in activity by sign language poets, I have felt privileged to be in the right place at the right time.

"I have collected materials and insights about ASL poetry that I have incorporated into my classes and extracurricular activities," she adds. "I think students can be a good critical audience, open to new ideas."

Performer Clayton Valli, instructor in the department of linguistics and interpreting at Gallaudet University and 1973 NTID photo/media technologies graduate, presented a metaphorical tale of a snowflake that represents a deaf child learning to speak, being shown off by his hearing father, and melding into an oral/hearing world. This performance was particularly

The sun also rises Clayton Valli describes the dawn in an ASL poem about his daily commute.

moving to Dr. Christopher Lehfeldt, a Rochester dentist.

"I was dumbstruck," he says. "It really hit the core of my being and brought back feelings of inadequacy that are painful for me to remember, especially at the end, when the unique snowflake melted on a warm surface. In other words, I remember speaking and being praised for the speaking act itself—not as an individual with special skills—and feeling utter frustration at trying to express myself and make myself stand out."

Dr. Karen Christie, assistant professor in NTID's English department and co-coordinator of the conference, finds that as a deaf woman, she relates to ASL literature in a special way.

"ASL literature expresses deaf people's shared experiences," she explains. "It presents allegories where the depth of meaning is realized and agreed.

"I was moved by Bonnie's [Kramer, teacher in the program for deaf and hard-of-hearing students in Boston's Regional Educational Assessment Diagnostic Services, Inc.] images of the space left in her memories by the death of her schoolmate, and I was entertained by Sam's [Supalla, director of sign language studies at the University of Arizona] descriptions of deaf school pranks as seen through the eyes of a deaf child."

After performing in the evening, artists conducted workshops the following morning, giving conference participants the opportunity to share their interpretations.

Other conference events included a presentation by E. Lynn Jacobowitz, assistant professor at Gallaudet University, in which participants learned to develop videotapes and critical viewing skills of ASL stories, jokes, and poems; a lecture by Phyllis Wilcox, assistant professor at the University of New Mexico, that examined metaphors in ASL; a showing by Dr. Ted Supalla, assistant professor at the University of Rochester, of old films by Charles Krauel, a deaf amateur filmmaker who recorded deaf life in Chicago from 1925-40; and a presentation by Dr. Simon Carmel, assistant professor in NTID's department of general education instruction, on manual alphabet and number stories that have been passed from one deaf individual to another through "sign of hands," like "word of mouth."

"More people are becoming knowledgeable about deaf culture and the literary forms of ASL," says Dr. Laurie Brewer, staff chairperson of NTID's general education instruction department and co-coordinator of the conference. "We hope the conference increased awareness of and appreciation for the richness of ASL literary traditions in America." ■

Mark Tauscher

by Kathleen Smith

Mark Tauscher is many things to many people.

To professors in RIT's biomedical photographic communications program, he is the recent graduate whose senior project communicated deaf awareness to a national audience.

To teachers in RIT's graduate business program, he is the student taking business and science courses as prerequisites for his spring 1992 entry into that program.

And to some 300 students and 11 resident advisors (RAs) in the Mark Ellingson-Peter Peterson-Alexander Graham Bell residence complex, he is hall director, a position that requires supervising RAs, planning social and academic programs, and trying to "promote a sense of community."

"I really enjoy helping students make positive adjustments to living in the residence halls," Tauscher explains.

Tauscher's path to his hall director job began in 1985, when he enrolled in NTID's applied photography program. Photography was a high school hobby that clicked for Tauscher in college as well.

At NTID, the reserved 25-year-old began expanding his horizons. He received an Institute Scholarship Incentive Award and was photography editor of the yearbook. He joined a fraternity and participated in student judicial boards.

Tauscher continued his interest in photography through RIT's biomedical photographic communications program, from which he earned a bachelor's degree last May. For his senior project, he researched, wrote, and produced an educational brochure about deaf biomedical photographers. The photography program disseminated the piece to 2,500 health care providers nationwide.

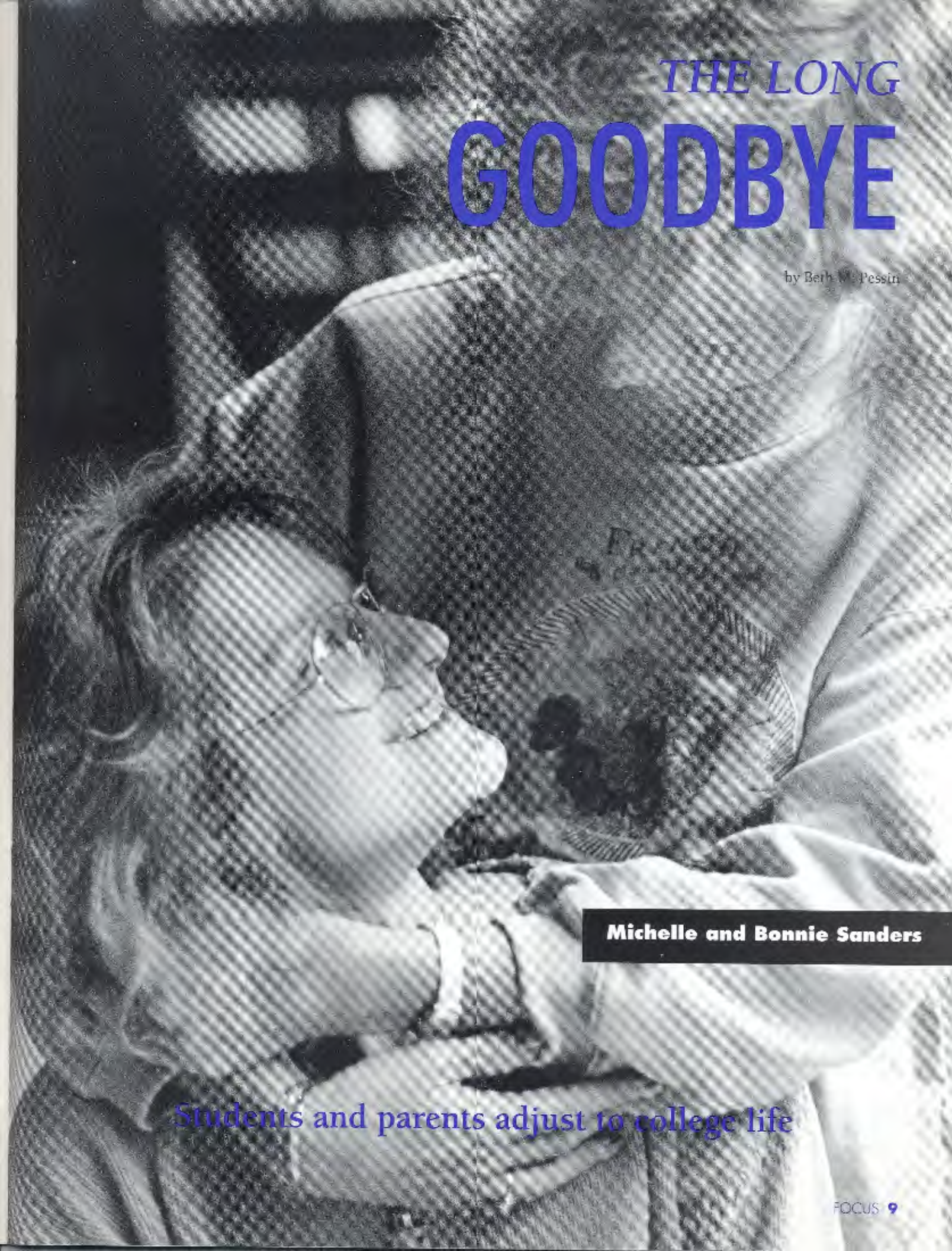
"Not only did Mark's piece address the question of how deaf biomedical photographers can succeed in the workplace, it also communicated deaf awareness to a large audience," recalls Michael Peres, program chairperson.

Tauscher didn't focus only on academics, however. He also served a stint in 1988 as a resident advisor during NTID's summer orientation program for new students and was an assistant area complex director the following two summers.

Through his work in the residence life department, Tauscher has had several opportunities to promote deaf awareness.

The percentage of deaf to hearing students in his complex is about 80-20; nine of his 11 resident advisors are hearing.

"The best part of my job," he says, "is that my department gives me equal access to communication through interpreters and pagers. I'm ready for any situation." ■



THE LONG GOODBYE

by Beth McPessin

Michelle and Bonnie Sanders

Students and parents adjust to college life

It's late July. A steady stream of cars carries new students and their parents to Ellingson Hall as move-in day for NTID's Summer Vestibule Program (SVP) gets underway. Suitcases, boxes, and trunks filled with the necessities of college life—popcorn makers, dictionaries, alarm clocks, and photographs of family and friends—are unloaded, then trudged up to dormitory rooms to set up students' homes-away-from-home.

Each year, NTID welcomes a new group of students who are beginning college and entering a new phase of their lives. SVP, a month-long orientation program, helps students prepare for their hectic first year by familiarizing them with programs and support services available.

For students, the change is a rite of passage, a transition from living at home to being on their own. It also is a transitional period for their parents.

Excitement, anxiety, sadness, and happiness describe a few of their emotions as students and parents prepare, in different ways, for the long goodbye.

"This change is so hard," says Victoria Garcia, of Omaha, Nebraska, mother of entering student Maria, 18. "We are both happy and sad. I cried all last night in the hotel room as I watched her sleep, but today I see Maria is so happy being with friends. I know that she will achieve a lot, and I'm glad for her."

"We do have mixed emotions," concurs Steve Garcia, "but I know that Maria will be terribly happy at college, make many friends, become more independent, and receive a solid education."

Maria Garcia anticipates college life with optimism. "I'm happy and excited," she says. "I've been waiting for this for a long time, and the time is finally here."

The first weekend of SVP includes a special component for parents, an offering that has been available for eight years, according to Lavina Hept, SVP program assistant. It became evident, Hept says, during the first year she worked with SVP in 1983 that an orientation also was needed for parents.

"Parents were distraught because they weren't familiar with NTID's programs and services. Consequently, we would receive hundreds of phone calls from parents asking about financial aid and other services for their sons and daughters," she says.

Now, through workshops and meetings with career development counselors, financial aid advisors, and other college representatives, parents have an opportunity to learn about NTID's services and programs. This year, more than 80 percent of parents of SVP class members attended parents weekend.

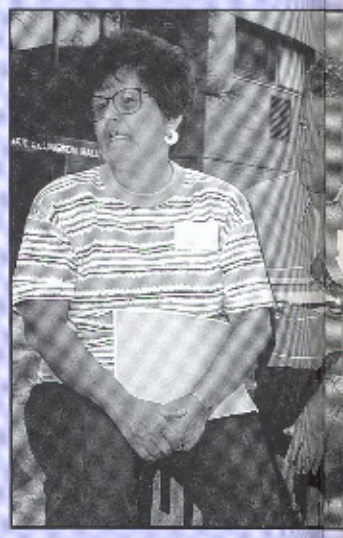
This orientation serves a dual purpose. Familiarity with services available for their children reassures parents and, by informing parents of how the RIT system works, they can then assist their children in connecting with the appropriate resources, when necessary.

To assist parents, Dr. J. Matt Searls, visiting psychologist in NTID's psychological services department, gave a presentation this year titled "Letting Go" in which he described parents' roles during this transitional phase of their children's lives and strategies that make the change easier.

"Continuing positive reinforcement is reassuring to students," he says. "We all need occasional 'pats on the back.'

"It's important for parents to know, no matter whether their child is deaf or hearing, that during this phase, students are working toward becoming independent and self-fulfilled," says Searls. "At the same time, students are facing other challenges of going to college for the first time, such as managing time, completing homework, and meshing into a new environment. But they still rely on the safety net that parents can provide."

Catherine and Kathleen Gibbons



Gertrude and Mike Kuibeda

Gertrude and Mike Kuibeda of Waterbury, Connecticut, say that the SVP parents weekend was an eye-opening experience. The Kuibeda's youngest child and only daughter, 20-year-old Trudi, was among the 238 students who attended SVP '91.

"Being here has provided us with a better understanding of NTID's programs and of the college experience

Steve, Maria, and Victoria Garcia

Trudi Kuibeda

in general," says Gertrude Kuibeda. "I think parents need this type of program; the students can fall into college life, but for many parents, it's an entirely new experience."

Dr. Gerard Buckley, chairperson of NTID's summer career exploratory programs, outreach development, and internships, explains that parents play a key role in their children's adjustment to college life.

"Students are young adults, but many still depend on their parents for emotional as well as economic support," he says. "By walking parents through the major issues that students face, we help them become better prepared to offer reinforcement."

Markey Hoblit, career development counselor in the School of Science and Engineering Careers, who coordinates "Career Planning Seminar" classes taught by NTID counselors during SVP, explains: "The more we can do to make parents feel comfortable with what we do, the more they will feel connected with their children's transition."

Buckley and Hoblit explain that during parents weekend they actually can see the separation process underway—a scenario, they say, that repeats itself each year.

On the first day, parents and their children stay together as they find their way around campus and begin to meet others.

During the second day, after they have attended orientation sessions, met a few people, and become more familiar with the RIT campus, the comfort level

"Parents share with one another their concerns, thoughts, hopes, and wants for their children. They have been lifelong advocates for their children, and now they are seeing the fruits of their labor."

increases for students in their new environment as well as for parents who soon will be leaving their children. Often, during the evening of the second night, students participate in activities with newly found friends rather than with their parents.

By the third day, parents are ready to leave because they feel that their children are secure.

"It's fascinating to watch the transformation take place," says Hoblit. "It is quite touching to watch clusters of students hooking up with one another and beginning the separation process from their parents—that says they are feeling comfortable and safe."

"We see parents in the [NTID] quad saying goodbye to their children," says Buckley, "and it's evident that they sense a profound change is taking place in their children's lives."

Generally during SVP, separate activities are offered for parents and students during the day, with evening activities bringing the two groups together. This type of scheduling encourages the separation process, allowing parents to meet and share their feelings with others going through the same experiences and enabling students to develop new friendships and networking skills.

"Parents share with one another their concerns, thoughts, hopes, and wants for their children," says Hoblit. "They have been lifelong advocates for their children, and now they are seeing the fruits of their labor."

"I've always expected that Ellen would go away to college," says Joan Hibbard, from Breesport, New York, of her 18-year-old daughter, the oldest of three siblings and the first to leave the nest.

"She's so excited about being at college, and that has helped make the transition easier. I know she's ready for this step. It's good to see that she's so independent," she adds.

Ellen's face lights up when she talks about the experiences awaiting her.

"I'm looking forward to college, and I feel positive about meeting new friends and learning new things. I'm a little nervous about blending in, but I think I'll enjoy this environment and being with other deaf people," says Ellen, who was the only deaf student in her high school of 1,500.

As in the Hibbard family, higher education and the opportunities that it could provide always were stressed by Maclovio ("Mac") Peña of Brownsville, Texas, while his son, Mark, 22, was growing up. That philosophy has helped the family prepare for Mark's transition.

"We see it as a means to an end," says Peña. "With a better education, Mark will be prepared to find better employment opportunities."

Although she admits to feeling nervous about beginning college and living away from her home in Everett, Massachusetts, 19-year-old Kathleen Gibbons says that it's time to move on.

"This is a big step, and I'll miss my family; they offer great support," she says of her parents, Gerald and Catherine Gibbons.

"We will worry about Kathleen," says Catherine Gibbons. "Because she's deaf, I think I've tended to shelter her. But, on the other hand, we're happy because this is the next step in her life. Kathleen is independent, strong-willed, and confident, and I know she'll do well."

Maintaining regular contact helps parents and students alike.

Searls suggests that parents keep in touch with their children—either by phone/TDD (telecommunication device for the deaf) or in writing—to let them know that someone is there for them and to keep children informed about what is happening on the homefront.

"It's hard to let go," says Bonnie Sanders, mother of Michelle, 19. "Not being involved on a day-to-day basis with Michelle is most difficult," adds Sanders of Marlton, New Jersey.

Although the two communicate weekly by TDD, Sanders says it cannot replace face-to-face interaction.

"Generally, the transition is more difficult for parents, particularly those who might be experiencing the 'empty-nest syndrome,'" according to Searls.

Physical separation, especially when the distance between parents and their children is more than a few hours' drive, can add to parents' apprehension.

The Garcias, from Nebraska, have children attending college in their home state, but Maria, their youngest daughter and the only deaf member of the family, decided to attend NTID, 1,100 miles from home.

"This was a big step for us," explains Steve Garcia, who says he can visit his other three children as often as he wants. "Even though we know we'll see her during the holidays, it still feels like we are losing a family member."

"Parents have a lot of emotional energy invested in their children," says Buckley. "There is a grieving process that families go through when children first move away from home."

The worry that parents experience about their children's adjustment to college life and entry into young adulthood often diminishes as the first months of the school year pass. Students adjust, find their niches, make new friends, and begin preparing for their chosen careers...and the circle of life continues. ■

OPENING the LINES of
TELECOMMUNICATION

by Pamela Seabon

Making the connection "Not once have I had a problem reaching anyone with whom I needed to talk," says Dr. J. Matt Searls, visiting psychologist in NTID's psychological services department, referring to his use of the New York-Maine Relay Center. Relay services throughout the country, which provide third-party links between TDD callers and non-TDD users, have provided deaf people with a higher degree of accessibility and a greater sense of independence. Both TDD users and non-TDD users can initiate relay calls.

Thanks to the efforts of RIT graduates and others working with telephone relay networks throughout the country, deaf and speech-impaired people from coast to coast have been provided greater access to telecommunication service.

Over the past five years, statewide relays, which provide full telephone accessibility by establishing a third-party link between deaf and speech-impaired people who use TDDs (telecommunication devices for the deaf) and non-TDD users, have sprung up in 30 states.

In many instances, deaf and hearing RIT graduates as well as NTID faculty and staff members have been involved in their establishment and management. This involvement has ranged from gathering funds and equipment to serving on boards that oversee the operation of telephone relay centers.

One faculty member who is active with relays across the country is Paul Taylor, associate professor in the department of applied computer technology currently on leave to work as operations research analyst at the Federal Communication Commission (FCC).

Thanks to the ADA, deaf and speech-impaired citizens in every state soon will have access to telephone relay services.

Taylor, who has worked with relay services for more than 20 years, knows from firsthand experience the difficulty of establishing and operating relay centers.

Early relay services, which emerged in the 1970s, represented rudimentary efforts by local deaf communities to gain access to telecommunication systems in order to help bring them into the social mainstream of American life. These early centers often were operated by volunteers and were understaffed and underfunded and therefore could not meet the demands of relay users.

"I helped set up the first local relay service in St. Louis in 1970," Taylor says. "We were such greenhorns that we didn't realize that phones were regulated by a public utility commission. We had simply asked a local company to act as a relay service for us," he adds. "The company agreed without realizing what a labor-intensive operation it was. Consequently, it collapsed six months later because of inadequate resources and skyrocketing demands."

Taylor's next involvement with a relay service began in 1984, following a year-long sabbatical in England. Upon resettling in Rochester, New York, he felt dispirited when he tried to place calls and often encountered busy signals or no answer because of limited relay operating hours.

"I became frustrated by not being able to use the telephone to take care of personal and business phone calls," he says.

Fueled by a similar vigor that led him to set up the telephone relay service in St. Louis, Taylor brought his energies to bear in New York state.

"At that time, I enlisted a few other people to assist me in contacting the Public Service Commission [which regulates all public utilities in New York] in Albany to see whether a relay model would be considered for operation in the state," he says.

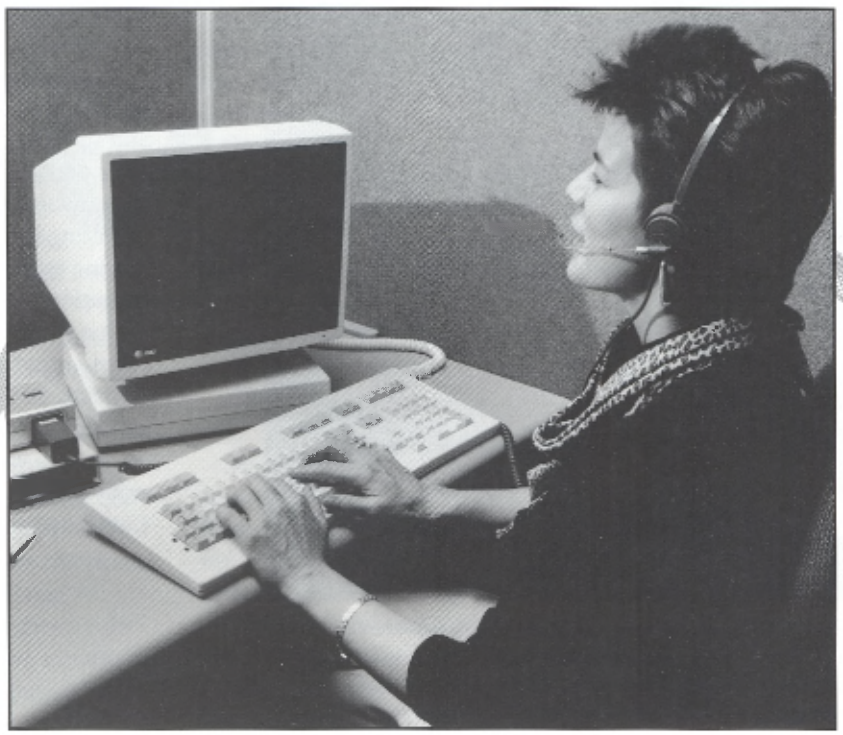
Following an intensive letter-writing campaign by deaf and hard-of-hearing people throughout the state, the commission ordered development of a 24-hour, statewide New York relay service (now the New York-Maine Relay Center), which was established in January 1989 and now employs Outreach Manager Joe Kolash, 1979 NTID accounting graduate.

Today, Taylor continues to be a leader in telecommunication access. Through his position at the FCC, he is working to implement national telecommunication access standards as required by the Americans with Disabilities Act (ADA).

Thanks to the ADA, deaf and speech-impaired citizens in every state soon will have access to telephone relay services. And with the assimilation of rules and regulations outlined by the FCC, all relays will be required to meet specific operating standards.

Before the signing of the ADA, however, the establishment of relays depended more on the enthusiasm and support rather than on the size of the local deaf population.

Michael Skroch, member of the board of directors of the New Mexico Relay Network and 1984 graduate of RIT's College of Engineering, explains: "The development of relays hasn't necessarily relied on the number of deaf citizens within a city or state. It's been more an issue of funding—who will pay for the services. The setup also depends on how strong a voice the deaf community has...how articulate or demonstrative those representing the community are."



Skroch, who is hearing, became aware of the effort to set up a statewide relay service based in Albuquerque in

March 1990. A former tutor/notetaker for NTID's science/engineering support department, he is a longtime associate and supporter of the deaf community and was a vital link in helping to seek funding for setting up the relay service as well as for providing technical expertise in telecommunications.

He teamed with Rebecca Aranda, 1984 RIT social work graduate, who at the time was working as deaf services specialist at New Vistas Independent Living Resource Center, a consulting firm in Albuquerque. Together they laid the groundwork for establishing funding for and managing the New Mexico Relay Network.

Skroch and Aranda visited already established relays in Connecticut and Arizona and called networks in Minnesota, Missouri, and Washington state. Skroch focused on the technology that goes into preparing equipment for operation, while Aranda sought pointers on managing a center.

"We were anxious to get started," says Skroch. "We hired contractors to provide computers and telephones and to connect the phone lines. The toughest part was getting the equipment set up.

"We were eager to see the outcome of the network," he adds.

Aranda, relay manager of the New Mexico Relay Network since its inception in October 1990, is responsible for educating a staff of 26 about deafness and deaf culture, coordinating operator training, conducting employee appraisals, and scheduling operators for 24-hour coverage.

Funded by US WEST Communications, the relay network not only facilitates calls that its citizens place within and outside the state but also calls placed from other states to a party in New Mexico. It is one of 14 centers throughout the country that provide service for both incoming and outgoing calls throughout and beyond state borders.

Unlike the New Mexico Relay Network, the Kansas Relay Center, established in May 1990, facilitates statewide and outgoing calls only. Residents within the state can use the relay for calling businesses, family, and friends both within and outside Kansas, but those living in other states cannot use the service for calling people living in Kansas.

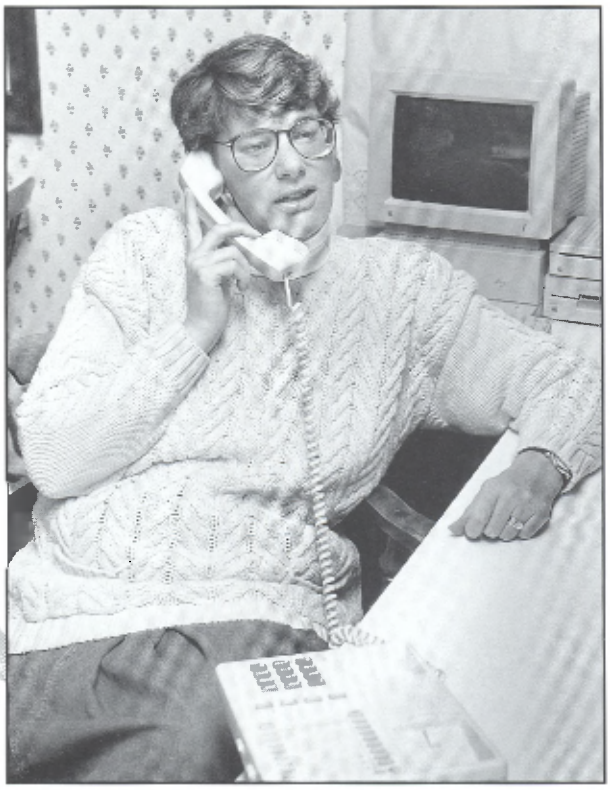
A pioneer of the Kansas Relay Center, David Rosenthal, manager of community relations for the center and 1976 graduate of RIT's College of Fine and Applied Arts, relied not only on the knowledge and expertise of telecommunications professionals but also sought input from the people who would use the relay services daily—those in the deaf community.

"Members of the deaf community helped us develop the relay into just what they needed," he says. "Their overall philosophy was that they be given complete control of their conversations. They wanted their messages delivered exactly as communicated and as privately as possible.

"We feel that we've built one of the best centers in the country," adds Rosenthal.

Linda Nelson, president of the board that oversees the Minnesota Relay Service (MRS) and 1973 graduate of RIT's College of Business, says that MRS also reflects the expectations of the deaf community because the functions of the relay are closely monitored by deaf citizens.

"MRS is controlled by the deaf community," says Nelson. "Deafness Education and Advocacy Foundation [the board presiding over MRS] is composed of 20 members; 17 of them are deaf. Who knows more about the needs of deaf relay users than deaf people themselves?

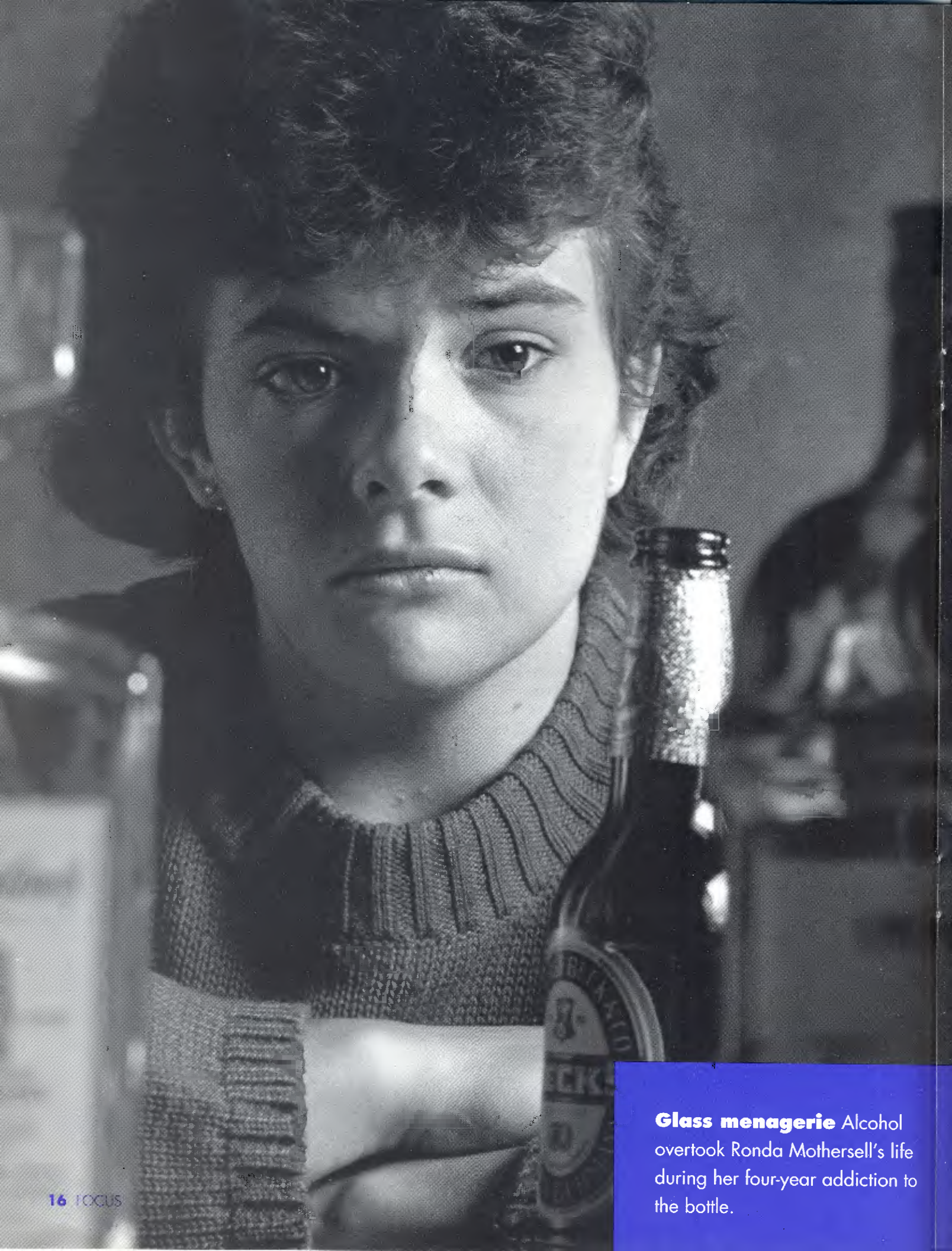


"We [deaf citizens and supporters] did a lot of lobbying and research on relay services, and we are proud to have had such an influence on its operation."

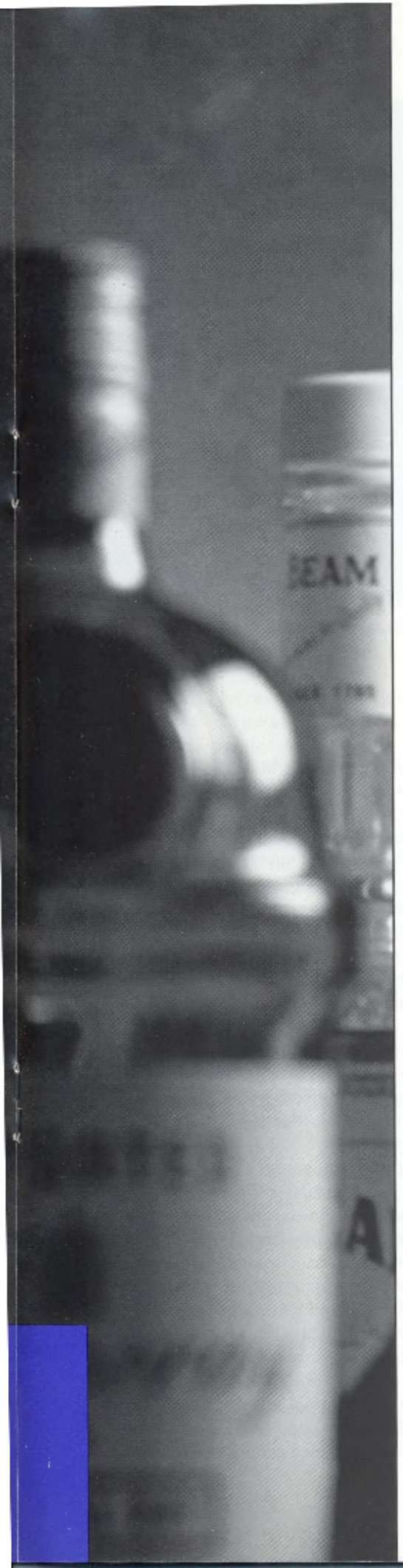
The role of deaf people in the establishment of relays all over the country and in formulating guidelines for implementation of ADA requirements has been significant. The energy and commitment not just for the establishment but also for the successful operation of relays has been unwavering.

Ask Aranda at the New Mexico Relay Network.

"I love what I'm doing," she says. "Managing the relay is challenging. I can't see myself doing anything else."



Glass menagerie Alcohol overtook Ronda Mothersell's life during her four-year addiction to the bottle.



A SOBERING TALE

Drug and Alcohol Abuse and Recovery in the Deaf Community

by Deborah R. Waltzer

The present generation of this nation's youth, from kindergarten through higher education, has had to face the almost overwhelming problem of the widespread availability and social acceptance of drug and alcohol use with only limited guidance, advice, and support of the responsible portion of the adult community.... [Data from a 1990] survey of 79,000 college students...[regarding] alcohol use...shows only slight decreases with about 85 percent admitting use in the last year and 40 percent admitting to having drunk five or more drinks at one sitting at least once in the last two weeks.... Schools...throughout the nation have special responsibilities to work together to combat the scourge of drug use and alcohol abuse....

Drug Prevention Programs in Higher Education, U.S. Department of Education

or alcohol becomes chemically dependent," she explains, "while independent research studies of deaf and hard-of-hearing populations show that one of seven deaf people who use drugs or alcohol becomes addicted."

Such study conclusions remain a topic of debate, but based on her 10 years of experience in working with chemical dependency in the deaf community, Steitler believes that some deaf people may turn to alcohol or drugs because of feelings of isolation, communication difficulties, reduced educational and job opportunities, confusion about cultural identity, and mental health problems.

Other professionals who work with chemically dependent deaf people cite additional possible reasons for the apparent greater prevalence of abuse.

Timothy Beatty, program coordinator for deaf and hard-of-hearing services for the State of California Department of Rehabilitation and volunteer board member of Signs of Recovery, a Los Angeles-based alcohol recovery program for deaf adults, says that a dearth of accessible information is a contributing factor.

"Due to lack of information, most deaf people still don't fully understand alcoholism," says Beatty, a deaf 1980 RIT graduate who received his bachelor's degree in social work. "We constantly are trying to teach people that it's a disease and affects a large percentage of both hearing and deaf people. A lot of deaf people think that just by socializing with recovering alcoholics, they'll catch the disease."

In Rochester, New York, Patrick Morrison, certified social worker, alcoholism counselor, and sign language interpreter at the John L. Norris Alcoholism Treatment Center, is one of four staff members who administer a 60-day inpatient treatment program for deaf alcoholics. He says that deafness sometimes can serve as a catalyst for alcoholism.

"A characteristic of deafness can be enabling behavior coupled with denial," he says. "Often in a deaf person's life, someone—frequently the mother—is in denial about the individual's deafness and encourages dependent behavior. When you put these two factors together, you've got a problem that's difficult to treat." Resultant feelings of low self-esteem often lead to substance abuse, Morrison adds.

The Norris clinic's treatment program for deaf people, which is allotted five of the facility's 44 available beds, has a three- to six-week waiting list. The program consists of daily group therapy meetings; weekly individual counseling sessions; interpreted lectures on victimization, relapse prevention, and dealing with grief; and Alcoholics Anonymous (AA) meetings six days per week. Clients, who enroll in the program voluntarily, are allowed to leave the grounds only for off-site AA meetings.

Back on campus, as area coordinator in RIT's Mark Ellingson-Peter Peterson-Alexander Graham Bell residence complex, home to 850 students, of whom 80 percent are deaf, Renee Camerlengo's responsibilities include handling a variety of behavioral problems that range in severity from playing sports in the hallways to roommate tensions to substance abuse. She says that pressures common to hearing college students can be even greater for deaf students.

"Family relationships are tough enough when communication is on equal footing," Camerlengo says. "I can't imagine how complex relationships must be when it's not. In some families where communication between hearing and deaf members is limited, the conversation sometimes doesn't go beyond,

Some cold, hard facts about substance abuse

- The average American spends $187.45 per year on alcohol.
- Approximately 10 million alcoholics reside in the United States.
- A 1990 survey showed that 74.4 million Americans age 12 or over—37 percent of the population—have tried marijuana, cocaine, or other illicit drugs at least once in their lifetimes.
- Alcohol is a factor in 85 percent of deaths by fire, 70 percent of child sexual abuse cases, 67 percent of child beating cases, 50 percent of fatal automobile crashes, 50 percent of homicides, 50 percent of rapes, 40 percent of family court actions, and 38 percent of suicides.
- Approximately 50 percent of alcoholics in this country are college graduates.
- Children of alcoholics are four times more likely to become alcoholics than those who are not raised in alcoholic homes.
- Marijuana remains the most commonly used illegal drug; in 1989, approximately 20.5 million Americans smoked marijuana or hashish.
- Overall drinking is highest among 21- to 34-year-olds.
- In this country alone, alcohol abuse accounts for approximately 98,000 deaths each year.

Sources: National Council on Alcoholism; New York State Division of Alcoholism and Alcohol Abuse; World Research, Inc.; and National Institute on Drug Abuse (courtesy of RIT's IMPACT program and Drug and Alcohol Council, Inc., Rochester, New York).

If you need help with a drug or alcohol problem, contact:

In Rochester, New York:

John L. Norris Alcoholism Treatment Center
1600 South Avenue
Rochester, NY 14620
(716) 461-4253 (TDD)
(716) 461-0410 (voice)

Rochester Institute of Technology
Substance and Alcohol Intervention Services for the Deaf (SAISD)
Student Life Center
Post Office Box 9887
Rochester, NY 14623-0887
(716) 475-4978 (voice/TDD)

Strong Memorial Hospital Alcoholism and Drug Dependency Program
300 Crittenden Boulevard
Rochester, NY 14642
(716) 275-5489 (voice/TDD)

National Resources:

Alcoholics Anonymous
468 Park Avenue S.
New York, NY 10016
(212) 686-5454 (TDD)
(212) 686-1100 (voice)

School of Medicine and Substance Abuse Resources for Disabled Individuals
Wright State University
Dayton, OH 45401
(513) 873-3579 (voice/TDD)

Substance Abuse Information for the Disabled
1331 F Street N.W., Suite 800
Washington, DC 20004
(202) 737-0645 (TDD)
(202) 783-2900 (voice)

'What do you want for dinner?' A deaf child in those families lacks the opportunity to express his or her feelings or process childhood experiences."

And, she adds, frequently students experiment with alcohol and other drugs before they start college.

"Students often have a history of involvement with drugs or alcohol before they arrive at RIT, and it's become more common recently for students to previously have been in treatment," she says. "Also, more and more students come from dysfunctional families and have parents or siblings in treatment."

According to Dr. Teena Wax, staff chairperson for NTID's department of psychological services, 23 percent of the 162 NTID students (out of a total deaf student body of 1,100) her department counseled during the 1990-91 academic year indicated that they had substance abuse problems.

"During my four years at NTID, I've noticed that chemical dependency has become more of an overt problem," she says. "There seem to be more violations of drinking policy now."

Wax notes that in cities throughout the country, opportunities for deaf people to meet often center upon deaf social clubs, which frequently feature bars.

"Many in the deaf community view alcoholism and drug addiction as a moral sin rather than an illness," adds Jackie Schertz, a 1983 deaf graduate of RIT's social work program and one of two SAISD counselors who work with chemically dependent deaf RIT students and Rochester-area residents.

"Many deaf people think that all drunk people are on skid row, but those individuals really comprise only 5 percent of all alcoholics," she says. "Most deaf people don't realize that alcoholics are just like you and me."

According to Camerlengo, the 275 judicial incidents in her residence halls during the 1990-91 school year often involved substance abuse. On weekends, she reports, students "let loose."

"Numerous residence hall students go to apartment parties both at RIT and off-campus apartments on Friday and Saturday nights," she says, "and they come back here drunk."

SAISD, IMPACT, and residence life staff members—among others at RIT—constantly provide information to students to help dissuade them from abusing drugs and alcohol, and, if necessary, to help them overcome abuse.

In operation since 1981, SAISD currently is funded by the New York State Division of Alcoholism and Alcohol Abuse, New York State Division of Substance Abuse Services, Monroe County Office of Mental Health, and RIT. The program includes six paid staff members, a cadre of community volunteers, and an advisory board and serves as a substance abuse information and referral service for deaf people in a 10-county area surrounding Rochester.

In addition to screening and referring clients for formal assessments, SAISD personnel perform numerous outreach

activities both on campus and in the community.

Staff members provide technical assistance, consultation, and training about deafness and communication to community-based drug and alcohol programs and related agencies. Presentations frequently are made for area medical and law enforcement professionals.

On the RIT campus, SAISD staff members provide individual counseling, offer a required drug and alcohol seminar to first-year NTID students during SVP, make presentations to students living in residence halls, and quarterly teach a two-credit elective general education course called "Drug and Alcohol Usage."

Last May, SAISD sponsored a presentation by Jack Gleicher, former NTID student and now caseworker and peer counselor for United Hearing and Deaf Services, Inc., in Lauderdale Lakes, Florida. Gleicher, 32, addressed a crowd of students in NTID's Robert F. Panara Theatre about his 20-year addiction to drugs and alcohol that began when he was 9 years old.

While chemically dependent, Gleicher abused cough syrup, glue, alcohol, marijuana, hashish, speed, LSD, PCP, heroin, morphine, cocaine, and crack. Painful infections from hypodermic needle injections raged through his arms and impeded Gleicher's ability to use sign language, his primary communication mode.

Sober for three years following 12 different treatment programs, Gleicher, with healthy arms and impassioned signs, told his audience, "It gives me goosebumps to think about the places I've been, the people I've been with, and the things I've experienced. I don't want to go back there ever again."

Like SAISD, IMPACT offers multiple strategies to educate students about the hazards of substance abuse, including training sessions for "Freshman Seminar" instructors, individual student screenings, classroom panel discussions, presentations to student clubs and organizations, and programs and information fairs during National Collegiate Alcohol Awareness Week, held each October.

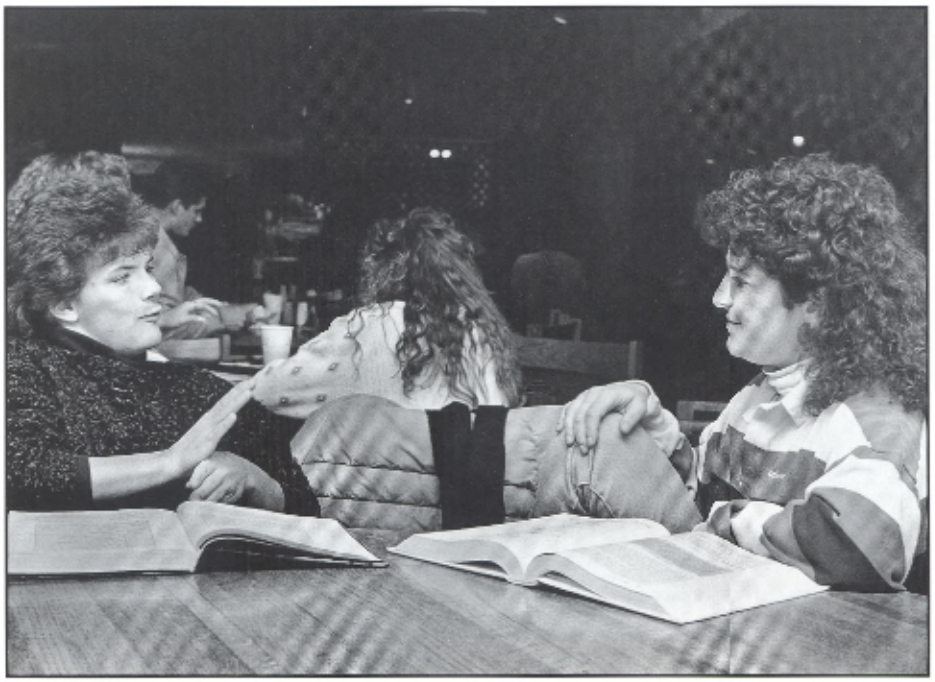
In 1989, IMPACT and RIT's department of campus safety co-sponsored a simulated DWI car accident in front of the Student Alumni Union, complete with mock victims and blood as well as a "Jaws of Life" rescue device. Pelc, who was injured herself in a September automobile accident caused by an intoxicated driver, reports that more than 2,500 RIT students and faculty and staff members viewed the grisly, yet informative, demonstration.

In addition, every year at least one drug and alcohol education program is presented by resident advisors for the floor's residents. And a special section of the wellness floor of the Kate Gleason-Eugene Colby-Frances Baker residence complex, called by its residents "One Day at a Time," is reserved for students who are recovering alcoholics.

Maintaining sobriety in a drinking environment such as a college campus is extremely difficult, say SAISD and IMPACT staffers who work closely with recovering students to help meet this challenge. Counselors stress that recovery is an intricate process, one that requires considerable inner strength, determination, and support from others.

It's no accident A simulated—but gruesomely realistic—DWI crash on campus demonstrated the tragic results of driving while under the influence.

"Chemical dependency is not a moral issue, but a diseased state. You can receive treatment and recover. There is help for you."



Just enjoying life Mothersell and best friend Staci Blumenfeld take a break from studying to share stories and laughter.

DeCaro feels all too familiar with the tragic consequences of substance abuse. In his seven years as dean, he has had to attend five funerals for NTID students, two of which were deaths involving alcohol. "I will do whatever is in my power to avoid this senseless waste of life," he says. "I don't want to go to any more funerals."

"Alcoholism is a complex disease for a deaf person to have, and it's made worse if proper and accessible medical and psychological facilities aren't available," says California's Beatty. "We can help a person who is drinking, but if he or she also needs assistance with depression and no mental health services exist, then it's likely that the individual will relapse and go back to drinking."

Adds Steitler: "Chemical dependency is not a moral issue, but a diseased state. You can receive treatment and recover. There is help for you."

For Mothersell, those messages didn't hit home until her downward spiral hit bottom August 27, 1989. Following an evening of heavy drinking while celebrating a friend's birthday, she returned to her apartment to find another friend who had been recovering from cocaine addiction. He had stopped by to tell Mothersell that he had started using the drug again.

Furious with him and devastated by her own addiction, Mothersell began to fight with him physically. When her roommate answered a pounding at their door, Mothersell looked up from the floor to see a uniformed police officer. Frightened, she began to sob uncontrollably.

"When I realized that my drinking was getting me into trouble with the law, I decided to stop right then and there," she says. Mothersell has not had another sip of alcohol since that night.

Today, the 24-year-old is continuing her college education. Last May, Mothersell received a diploma in industrial drafting from NTID, and once she completes a cooperative work experience (co-op) this summer, she will earn an associate degree. She hopes to enroll next fall in RIT's bachelor's degree program in mechanical engineering technology.

During her recovery, Mothersell was helped by three former SAISD counselors and a peer support group. "After about a year of working with SAISD, my case was closed due to my rapid recovery," she proudly reports.

Mothersell still attends parties with friends, but now the beverage in her hand is soda, not beer. Sometimes she's tempted to have a drink of alcohol, but painful memories quickly change her mind.

"I threw away my life for four years," she says. "Now I treasure life as a revered thing."

Instead of turning to the bottle, Mothersell now relies on her family and close friends who listen when life's hassles become intense. She is particularly thankful for the support provided by her parents and three older siblings.

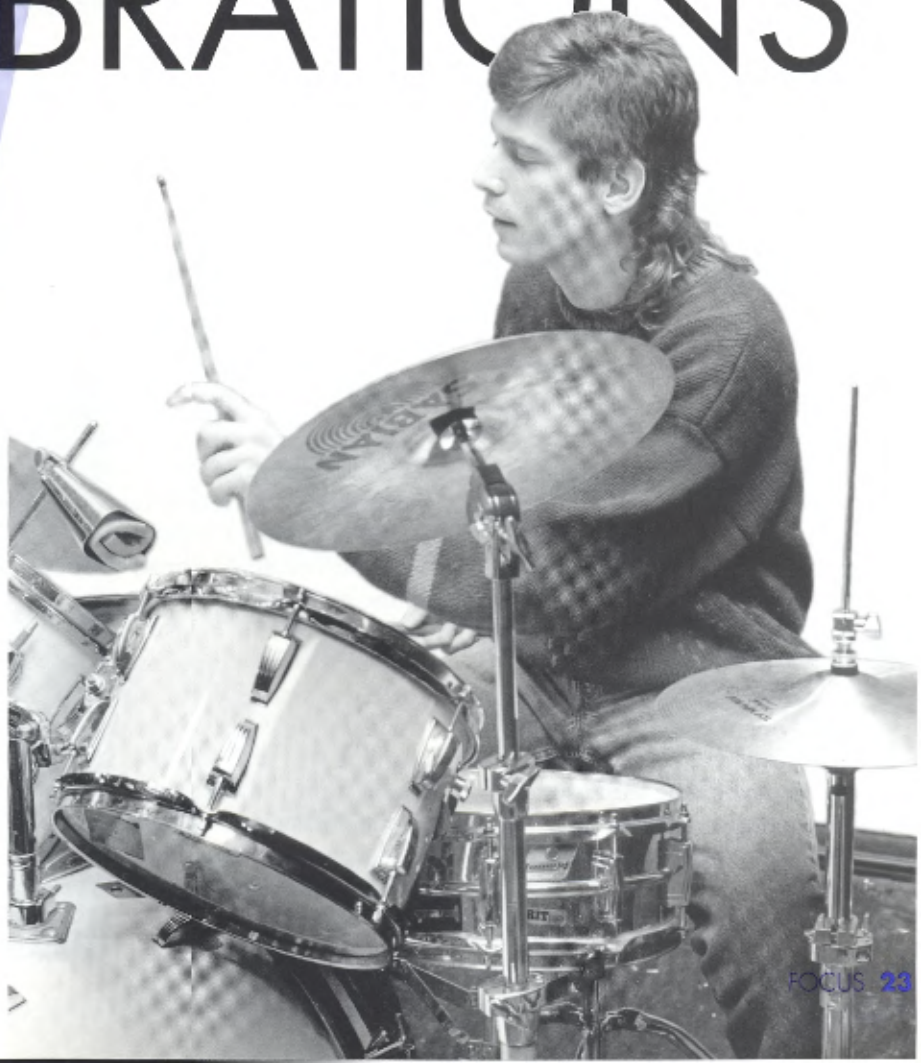
Mothersell smiles when she talks about her plans for the future.

"I'm not worried about material things," she says. "I just want to stay sober and have a happy life."

Deaf students dispel myths by making beautiful music

by Kathryn Schmitz

Good VIBRATIONS



Gregory Halupnik

Gregory Halupnik picked up the beat of that ubiquitous Polish music, the polka, while growing up in Cleveland where his father and uncle played during family picnics.

"It's hard for me to hear the music," says Halupnik, third-year electrical engineering student, who is profoundly deaf, "but I can pick up the rhythm."

Through NTID's music program, Halupnik has blossomed into one of the Institute's better drummers, setting the rhythm for the NTID Combo, a group of eight deaf musicians; RIT Timestompers, a Dixieland ensemble composed of deaf and hearing students; and RIT Tiger Band, also composed of deaf and hearing musicians.

At RIT, Halupnik has gone beyond simply setting the rhythm for his musical colleagues. Through his studies in electronics, he has learned the mechanics of sound conduction, which he has applied to building his own stereo speakers and disc jockey systems. He and the other 80-100 students involved in RIT's musical groups also have learned how to read music and other practical aspects of playing an instrument.

Learning to play an instrument provides some deaf and hard-of-hearing students with a means of creative expression they had felt was not an option for them.

For James Canning, fourth-year painting and illustration student, who lost his hearing at age 8, learning to play the saxophone was the fulfillment of a long-held dream.

"I remember hearing the sax 40 years ago and loving the sound," says Canning. "I used to pretend I was playing the saxophone with people watching me. But after I became deaf, I assumed that I could never learn to play music.

"The saxophone is a substitute for my voice. Before I came to NTID, I thought I had a lousy voice, and I wanted to somehow make sweet sounds to charm people."

Canning's interest in the sax inspired him to purchase his own instrument and practice for hours each day.

"I love woodwinds because of the feeling of breathing life into the instrument," he says. "I'm learning how to connect the pitch and quality of the note with the feeling I get from the sax. It's not as sensitive as hearing, but it's possible for me to recognize a good note."

James Canning

Like Halupnik and Canning, other RIT students, deaf and hearing, become involved with music on campus in several ways. NTID's department of performing arts offers music courses that NTID students can take to meet general education requirements and students in other RIT colleges can take to meet elective requirements.

In addition to the NTID Combo, Timestompers, and Tiger Band, students also can join musical groups such as the Flute Loops, a flute choir, and Polished Brass, a brass quintet. All of the ensembles are designed to accommodate the needs of deaf musicians who become proficient with their instruments. Deaf and hearing students also may become affiliated with the RIT Student Music Association, a club started by the NTID Combo that sponsors musical events.

The organizers and leaders of this array of musical options are Robert Mowers and Diane Habeeb, music consultants in the department of performing arts, who established NTID's music program 15 years ago.

The two share a philosophy that students should learn to read music so that they can understand how to play it.

"Occasionally a student will arrive with a significant musical background," says Habeeb. "However, most incoming NTID students have not had the opportunity to learn a musical instrument. A few deaf students arrive having learned to play by rote, which severely limits their independence and creativity.

"We teach all of our students how to read music so that they can be independent and need not rely on us to show them how to play a piece."

"The brain, not the ear, is used for music."

For Mowers and Habeeb, working with deaf students is as natural as working with hearing students.

"I've developed techniques that work well with all of my students," says Mowers. "I have learned how to present information in a clear, understandable way that is most effective for each individual."

"The brain, not the ear, is used for music," says Habeeb.

Merely teaching students how to read music and play instruments is not Mowers and Habeeb's sole goal. They strive to make music an important part of students' lives.

"Learning songs opens up more of the English language to students," says Mowers. "They learn lyrics, the meaning of words, and how to pronounce them. They also learn Italian terms, like 'adagio,' and other concepts in music."

According to Mowers, audiences cannot discern whether an RIT performing group has deaf musicians or not. All the musicians have comparable skills, and they play well together.

In fact, the groups play so well that they frequently are asked to perform at RIT functions as well as at events in the Rochester community and elsewhere in the country. The Combo and Timestompers both receive more requests than they can accommodate.

"We do more than 100 performances a year, primarily for RIT and community events," says Habeeb. "There is no charge for our appearances, but some organizations make donations to the performing arts department to help support our programs."

Elizabeth Hill, coordinator of special events for Hillside Children's Center, is one satisfied customer in the Rochester community. Last fall, she requested that the Timestompers perform at a fund-raising event for the center.

"The Timestompers are very good," she says. "I had heard about their performance at the Rochester International Airport to welcome the troops home from the war in the Persian Gulf. They're good role models for our hearing-impaired children."

Being a role model for deaf children is familiar territory for Courtney Dillard, first-year medical laboratory technology student. Dillard, who averages two to three hours a day of practice on the piano or vibes (the vibraphone, a cousin of the xylophone), began playing piano at age 11 in Orange, New Jersey. As a child, he performed frequently upon request for schools and community organizations and now does so as a piano-playing member of the NTID Combo.

"It's my pleasure to perform," he says. "I enjoy making good music for my audiences. I like traveling and playing with the Combo even though it takes a lot of time."

Dillard enjoys the NTID Combo's fame as a pioneering all-deaf performing group. The Combo plays around the country and has traveled to England and Denmark.

The variety of music, including jazz, played by the Combo appeals to saxophone player Richard Waterman, third-year medical laboratory technology student, who now creates his own music and performs solo before fellow students on campus. Waterman first developed his taste for performing as a member of the NTID Combo.

"Bob [Mowers] told me I have talent," says Waterman, "so that gave me confidence to learn how to play the sax.

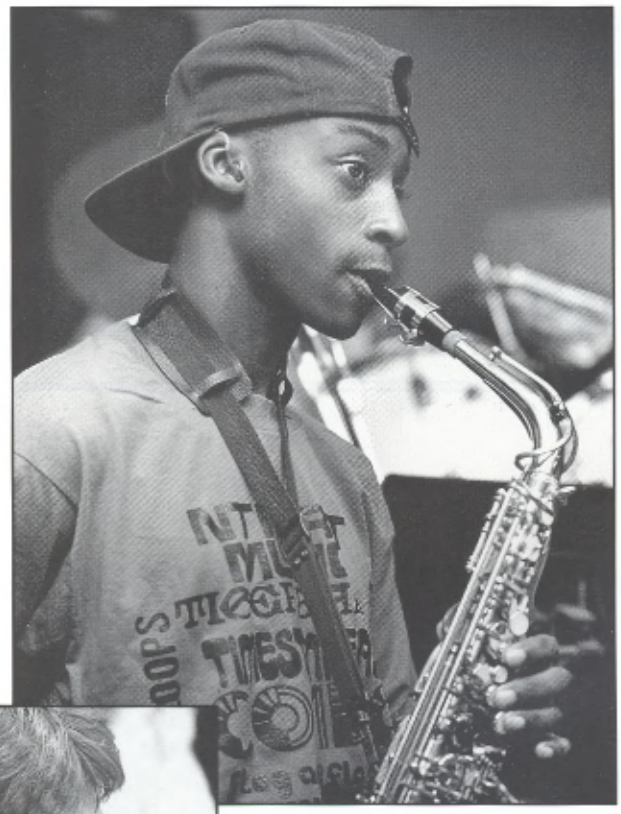
"At first I sounded terrible," he confesses. "But I improved because I love to practice. I love jazz and the blues, and playing the sax is challenging because of all the fingerings, all the keys. I've learned to read music, and now I try writing it sometimes."

Waterman's intuition combined with his residual hearing contributes to his rapport with music. Like Waterman, Dillard relies on more than his residual hearing to relate to music.

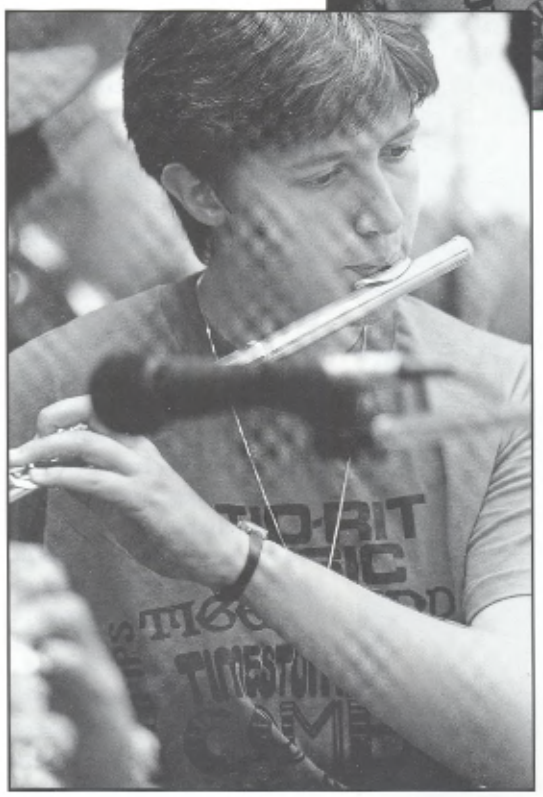
Diane Habeeb

Robert Mewers

Courtney Dillard



Richard Waterman



Andrea Gray

"I can't explain how I play," says Dillard. "I trained myself to 'hear'; it's something that's inside of me. I can't quit playing music now because it's a part of me. I look back and see how I've improved, and that motivates me to continue playing."

Andrea Gray, hearing member of the Flute Loops and RIT Tiger Band, had not given any thought to how deaf musicians play before she arrived at RIT this year.

"I'm impressed that deaf students can play music," says Gray, first-year engineering student. "I didn't notice that the musical groups had deaf players and was surprised when someone pointed that out to me. They play very well.

"In the band, I play the way I've always played," she continues. "I enjoy my relationships with deaf students whom I wouldn't have met outside of the band. Bob [Mowers] is great about making sure everyone knows what's going on, which helps bring the whole group together."

Halupnik also has observed bonding among deaf and hearing musicians in the RIT Tiger Band and Timestompers.

"We found a way to communicate with one another," he says. "We're all musicians who are there to play together."

In testimony to his RIT experience, Halupnik may remain directly involved in the world of music through Up With People, a nonprofit organization that promotes worldwide understanding and goodwill among individuals and nations through musical performances. If he is able to raise the necessary funds, he will begin a one-year tour with the group in July.

"I have a lot of options because I'll have a degree and my music experience," says Halupnik. "Maybe I'll see if I can succeed as a musician."

Such motivation is what Habeeb and Mowers hope to instill in all their students.

"We'd like to see them continue their music studies after they leave NTID," says Habeeb. "That's the beauty of music: It's a lifelong experience." ■

McService with a smile & a sign

by Lynne Bohlman

When Veronica Fishencord Maloney notices deaf customers writing their orders for Big Macs, Chicken McNuggets, french fries, or milk shakes, the McDonald's shift coordinator heads to the counter and signs to them, "I'm deaf. Can I help you?"

Their reaction usually is the same as that of deaf crew members in other McDonald's restaurants that Maloney sometimes must visit for supplies.

"They're shocked," says Maloney, a 1988 media production graduate. "They can't believe it. They ask, 'You're deaf? How did you become a manager?' I tell them that I worked hard."

Customers who are hearing usually react a bit differently. If they are speaking too quickly for Maloney to speechread, which sometimes happens if they're upset about having to wait or receiving the wrong order, she explains to them, either through signs or writing, but always with a big smile, that she is deaf.

Typically, customers nervously back away from the counter. Maloney, still with a friendly smile, waves them closer and tells them that she can read their lips if they speak more slowly.

About five years ago when a McDonald's near NTID began hiring deaf people, hearing customers tended to avoid deaf employees, says William Hessel, supervisor of three area McDonald's restaurants that now employ 60 deaf people. With time, customers have realized that deaf people are just as capable of serving them.

Ann Boozer, a hearing "regular" at Maloney's restaurant, makes certain that Maloney waits on her.

When she first discovered that Maloney is deaf, it gave her a moment of pause. Now, Boozer says, "I go out of my way to have her take care of me because she always goes out of her way to make customers happy."

As shift coordinator, Maloney manages a crew of four to 15 people and ensures that speed, service, and quality standards are met. Currently, Maloney, who originally took an entry-level position at McDonald's in 1988 as an interim job while she looked for one in the media production field, is the only area deaf McDonald's employee in training to become a store manager. A couple of other deaf employees soon will begin training, Hessel notes.

"Veronica is a very good employee," says Maloney's supervisor, Pam Gangloff. "She's done everything we've asked of her, from opening the store to covering during emergencies."

Accommodating Maloney's and other deaf employees' needs, says Hessel, has not been as difficult as he initially imagined. Among the strategies and technologies employed by McDonald's are in-store TDDs (telecommunication devices for the deaf) and strobe lights, open-captioned training videotapes, an annual Deaf Awareness Day, and providing interpreters for crew meetings.

"We've been doing this for so long," Hessel says, "that we don't think about it anymore, and we don't think that customers dwell on it either."

The three McDonald's stores also send managers to sign language classes, and all crew members know signs for the basics, such as hamburger, cheeseburger, and french fries.

Maloney feels lucky to work for such a supportive company.

"This is different from past work experiences," she says. "Other employers treated me like I can't do, can't do. Here they give me opportunities. They know that I can do, can do." ■

A teacher for all students

by Pamela Seabon

It was during his senior year at the Rochester (New York) School for the Deaf that Bryan Lloyd, a 27-year-old instructor at Gallaudet University, first began to think seriously about teaching English.

After taking a creative writing course at East High, a nearby inner-city public high school, Lloyd's aspirations were confirmed.

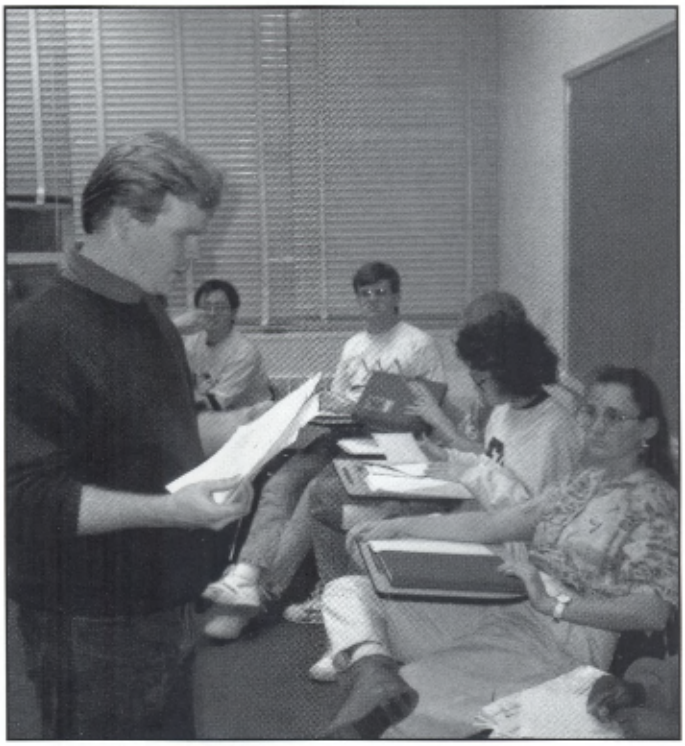
He subsequently received a bachelor's degree in education from California State University at Northridge in 1986 and a master's degree from RIT's Joint Educational Specialist Program (JESP) in 1990.

JESP, a program designed to prepare instructors to teach deaf students, encourages its students to gain real-life teaching experience at schools for deaf people or high schools with mainstream programs.

Lloyd, however, did not practice at such schools.

"I imagined that I would teach deaf students who were mainstreamed in public schools, but I ended up teaching classes full of hearing students. It was one of the best experiences of my life."

Encouraged by his former creative writing teacher, Ken Wilson, Lloyd convinced East High School administrators to allow him to teach English and creative writing classes to hearing students. He began his eight-week assignment at the school in May 1990.



"Bryan is the kind of person who doesn't like to put limits on himself," says Wilson, an English teacher at East High for nearly 20 years. "He was a colleague who had different ideas and beliefs and gladly shared them with us."

"I loved it there," Lloyd says. "I enjoyed the teachers and students as much as they enjoyed me."

In addition to teaching creative writing to seventh-graders and English to 11th-grade students, Lloyd developed close relationships with them. Many confided to him their goals and challenges.

He recalls a 16-year-old student who had been using drugs and was pregnant for the second time.

"She was a bright, kind girl who needed someone to talk to," Lloyd says. "When she told me her problems, I didn't know what to tell her. I knew that she should talk to a counselor or someone else who could assess her situation from a professional view, but I didn't want her to think I didn't care.

"I basically explained to her that everyone has problems and makes mistakes. The important thing is to identify your mistakes, believe in yourself, and work toward making your life happier," he says. "I encouraged her to talk to a counselor, and I let her know I was there to listen whenever she needed me."

Today, Lloyd, an American Sign Language (ASL) user, gets a similar sense of satisfaction from a different kind of teaching experience. He enjoys discussing literary works with his enthusiastic pupils at Gallaudet.

Teaching students only a few years his junior allows him to develop a rapport that veteran instructors throughout the university may find more difficult to achieve. Lloyd believes that this, coupled with his use of ASL, helps explain why he can make a difference in the way his students view English and literature.

"I am deaf and use ASL," says Lloyd. "That shows my students that the stereotype about ASL users being poor readers and writers is not always true." ■

THELMA BOHLI

by Susan Cergol

In 1939, Thelma Bohli began a journey that would help shape her identity as a deaf adult and sign language instructor.

At the delicate age of 4, Bohli, instructor in the Center for Sign Language and Interpreting Education, was enrolled at the Indiana State School for the Deaf, 150 miles from home. She was the youngest student at that time ever admitted to the school.

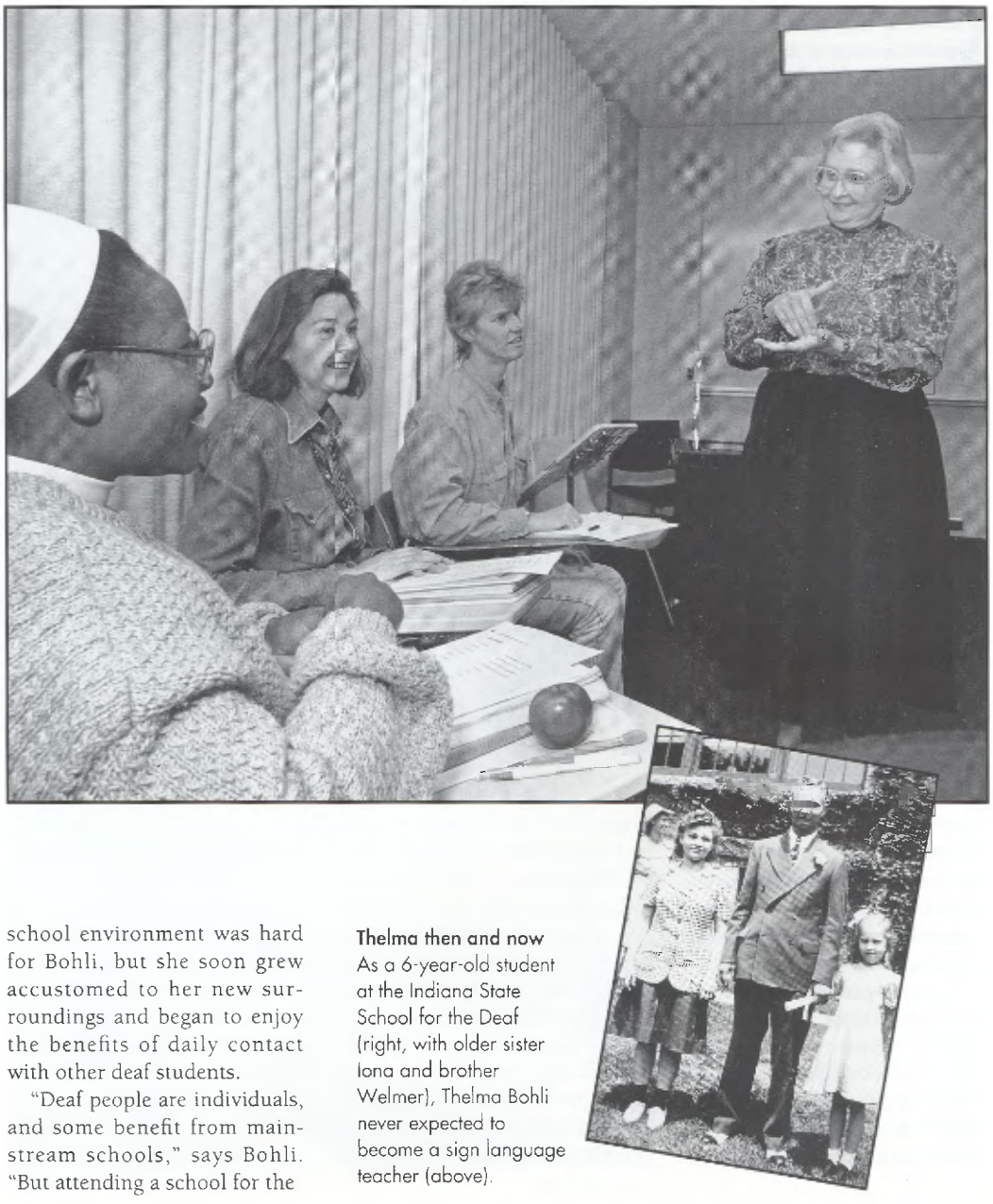
"Years later," she reminisces, "my mother told me that she had never seen my father cry so hard as he did the day they dropped me off."

Bohli, the eighth of nine children born to hearing parents in Elkhart, Indiana, contracted whooping cough when she was 3 months old and became the third deaf child in the family—two older siblings, a brother and sister, also lost their hearing at young ages due to unrelated circumstances.

After considering the successes of their older deaf son and daughter already enrolled at the residential school, Bohli's parents made the difficult decision to send their young daughter away to school. A visit by the school's superintendent convinced them that it was in their daughter's best interest to start her education as early as possible.

Initially, the transition from home life to a residential school environment was hard for Bohli, but she soon grew accustomed to her new surroundings and began to enjoy the benefits of daily contact with other deaf students.

"Deaf people are individuals, and some benefit from mainstream schools," says Bohli. "But attending a school for the



Thelma then and now
As a 6-year-old student at the Indiana State School for the Deaf (right, with older sister Iona and brother Welmer), Thelma Bohli never expected to become a sign language teacher (above).

deaf is the best way for deaf kids to interact with one another and experience deaf culture."

Bohli spent the next 14 years absorbed in her lessons as well as becoming educated in the ways of deaf culture. She became proficient in American Sign Language (ASL) even though her teachers in the primary grades—all of whom were hearing—emphasized oral communication skills, and sign language was used only infrequently in the classroom until high school.

"ASL is my first language," says Bohli. "That confuses some people since I have hearing parents, but I learned from my older deaf brother and sister before going to school and later from the kids at school."

Despite the challenges posed by learning two different languages, Bohli excelled in academics and graduated as salutatorian of her high school class in 1953. At a time when few deaf people—and fewer deaf women—pursued a college education, Bohli went on to earn a bachelor's degree in home economics from Gallaudet University (then Gallaudet College).

"Thelma was a very good student," recalls former high school science teacher Norman Brown, who supported Bohli's desire to attend college. "To an extent, it was unusual in those days for deaf students to go to college, but I encouraged Thelma because she was so bright."

It was at Gallaudet that Bohli met her husband, Bob, who also is deaf. They married and moved to Syracuse, New York, where they lived for 13 years. When Bob's job with Xerox Corporation brought the family—which includes two hearing daughters, Debra, now 30, and Cindy, 27—to Rochester in 1970, Bohli began to feel restless and decided to volunteer in the library at her daughters' school.

"I loved working with kids," she says. "They were fascinated with my being deaf and always asked a lot of questions.

Hobbies: Refinishing furniture, shopping for antiques, collecting old canning jars, reading.

Last good book I read: *The Bridesmaids*, a biography about Princess Grace, written by Judith Balaban Quinn.

Favorite vacation spot: Switzerland—it's a beautiful country.

If I could change something about myself, I would: Be more assertive.

Most people don't know: I was very athletic in high school and college. I played a lot of team sports, including basketball and volleyball.

Best advice I ever received: Be honest (from my mother).

Why I work at NTID: I enjoy teaching, especially in a "deaf" environment.

"It was a little difficult because I didn't use speech with the children," she adds, "but we developed ways to communicate. For example, they would pull at my dress and lead me to the book they wanted."

That experience triggered Bohli's interest in working in an educational environment. In 1975, she accepted a job with the New York State Office of Vocational Rehabilitation helping developmentally disabled adults learn independent living skills, a position she held for six years.

From 1979-81, she also taught informal sign language classes through the Monroe County Association for Hearing Impaired People (MCAHI), and that sparked her interest in teaching, specifically working with adult learners.

Seeking instruction in the art of teaching, Bohli applied to NTID's internship program in December 1981. She completed a six-month internship under the guidance of sign language instructors Sam Holcomb and Donna Pocobello.

"When I met Thelma," says Pocobello, now coordinator of NTID's office of communication assessment services, "I saw her as someone who knew sign language and was interested in teaching, but needed to develop skills in teaching methods. I provided her with materials and background reading, and she observed me in the classroom."

To Bohli's surprise, she was offered an adjunct teaching position at the completion of her internship and a permanent position in December 1982.

"It surprised me to become a teacher," she admits. "When I was growing up, my mother always told me that I'd be a good teacher, but I'm a shy person, and I never liked the thought of it."

Pocobello, however, insists that Bohli was perfectly suited for the task as well as the NTID environment.

"Thelma fit in at NTID because she wanted to learn as much as she could," recalls Pocobello. "She was willing to listen and try new things within a safe structure with people who could guide her. I think she really liked that."

In the nine years that she has taught faculty and staff members at the Institute, Bohli has blossomed into a respected and well-loved member of the NTID community. Her students report that her teaching methods are highly successful and that her quiet and patient demeanor quickly puts them at ease.

"Thelma never makes me feel uncomfortable when I ask her to repeat a sign," says Carol Stuckless, special assistant in the office of the vice president/director. "She's willing to do so as many times as necessary for students to understand.

"I'm always learning from Thelma," she adds. "She's such a warm person, and that part of her personality comes out in her teaching."

Pocobello isn't surprised by such praise.

"I don't know of anyone who isn't comfortable in class with Thelma," she says. "She constantly receives positive feedback from her students."

Reflecting on her own education at a state school for deaf students, Bohli believes that she has been able to translate her experiences into a nonthreatening approach to teaching sign language.

"I'm always encouraging my students," she says. "Maybe students feel comfortable with me because I can identify with their struggle to learn sign language. I struggled, too, trying to improve my English skills." ■

Deaf 'herstory'

Reviewed by Solange ("Sally") Skyer

Deaf Women: A Parade Through the Decades
Mabs Holcomb and Sharon Wood
Dawn Press, Berkeley, California, 1989

Growing up in a hearing family and being mainstreamed with hearing peers, my knowledge of deaf culture and influential deaf leaders was non-existent until I became a graduate student at Gallaudet University and later a professional at NTID. Then, I became a voracious reader of deafness literature and soon discovered the richness of deaf culture. The history of deaf men and women who have made significant accomplishments is astounding.

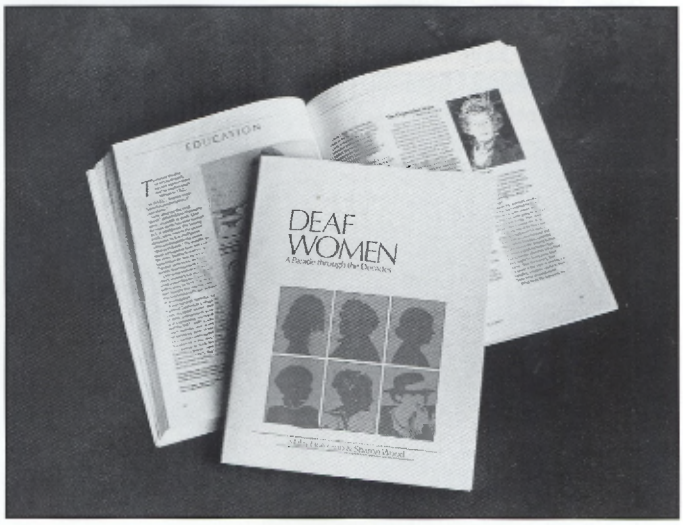
In reading *Deaf Women: A Parade Through the Decades*, by Mabs Holcomb and Sharon Wood, I became acquainted with many diverse deaf women who helped mold and shape the history of deafness. This 190-page book provides a wealth of information and serves as a concise "encyclopedia" that outlines deaf women's contributions in various fields.

The first two chapters of the book provide a brief overview of the history of deafness from the 1700s to the Victorian era. The remaining 17 chapters highlight deaf women's achievements in disciplines such as the arts, business, community service, education, entertainment, and literature.

While contributions made by deaf women were largely unknown during earlier years, the past decade has witnessed a surge of deaf women who finally are being recognized for their accomplishments. This surge parallels the women's liberation movement and fuels awareness that women who are deaf can become what they aspire to be.

While this book does a laudable job of identifying influential deaf women leaders —typically by listing names or providing short paragraphs that describe specific contributions—a more extensive bibliography is needed to refer readers to sources of more detailed information. I also would recommend including additional names of prominent deaf women who may have been overlooked.

Additionally, chapters recognizing elderly, hard-of-hearing, and late-deafened women, deaf women with multiple disabilities, and women from oral and mainstream backgrounds might be included. One final recommendation: To enhance contributions made by *Deaf Women: A Parade Through the Decades*, I'd like to see a sequel with more detailed information, including short stories written by and about famous and not-so-famous deaf women.



Since 95 percent of deaf individuals come from hearing families and increasing numbers of deaf students are mainstreamed and have limited exposure to deaf culture, access to books like this one is paramount. Deaf students need exposure to deaf role models to help instill a positive attitude and demonstrate that they can achieve excellence in whatever field they choose.

Thirteen years ago when I first taught "Psychosocial Aspects of Deafness" to NTID students, Helen Keller was the only deaf role model they were able to identify. However, the same course taught recently brought to mind a variety of names ranging from I. King Jordan to Marlee Matlin and Linda Bove. Because of exposure to deafness literature such as this book, today's NTID students know that being deaf, or even being a deaf woman, no longer limits their range of possibilities. Hearing parents of deaf children are strongly encouraged to read this book to help address questions and concerns about their deaf children's capabilities.

Even with the book's choppy flow of information and paragraph structure as well as inadequate bibliography, the authors were able to achieve the goal of identifying influential deaf women leaders who have shaped the history of deafness. In summary, reading about the accomplishments of past deaf women leaders in this book will serve to inspire future deaf women leaders.

Solange ("Sally") Skyer is associate professor and career development counselor in the department of business careers counseling services. ■

DEAR FRIENDS OF NTID

People across the country are increasingly aware of the dangers that substance abuse presents, particularly to our nation's young people. While society continues to emphasize those dangers, it is nonetheless all too common for some college students to experiment with alcohol and other drugs in an effort to "fit in" with peers.

RIT is not alone in addressing this concern, yet our challenge to communicate the destructive nature of substance abuse is even greater because of the large number of deaf students on campus.

In addition to IMPACT, RIT's alcohol and drug education and prevention program, deaf students can turn to RIT's Substance and Alcohol Intervention Services for the Deaf (SAISD). Through this specialized outreach program, counselors and educators who are skilled in communicating with deaf people and knowledgeable about deaf culture offer support to students and provide an information and referral service for deaf people throughout the Rochester area.

By addressing campus substance abuse as well as other sensitive issues of our times, RIT provides an educational environment that leads its students toward avenues paved with health and success.

Dr. M. Richard Rose
President, RIT

20M-7997-3/92-MAC-COH

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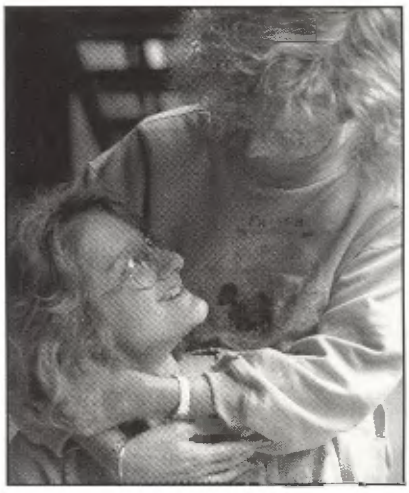
ADDRESS CORRECTION REQUESTED

A. Sue Weisler

Golden opportunity, p. 28



Jim Mercure

A time for transitions, p. 9

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When saying "no" isn't enough, p. 16