

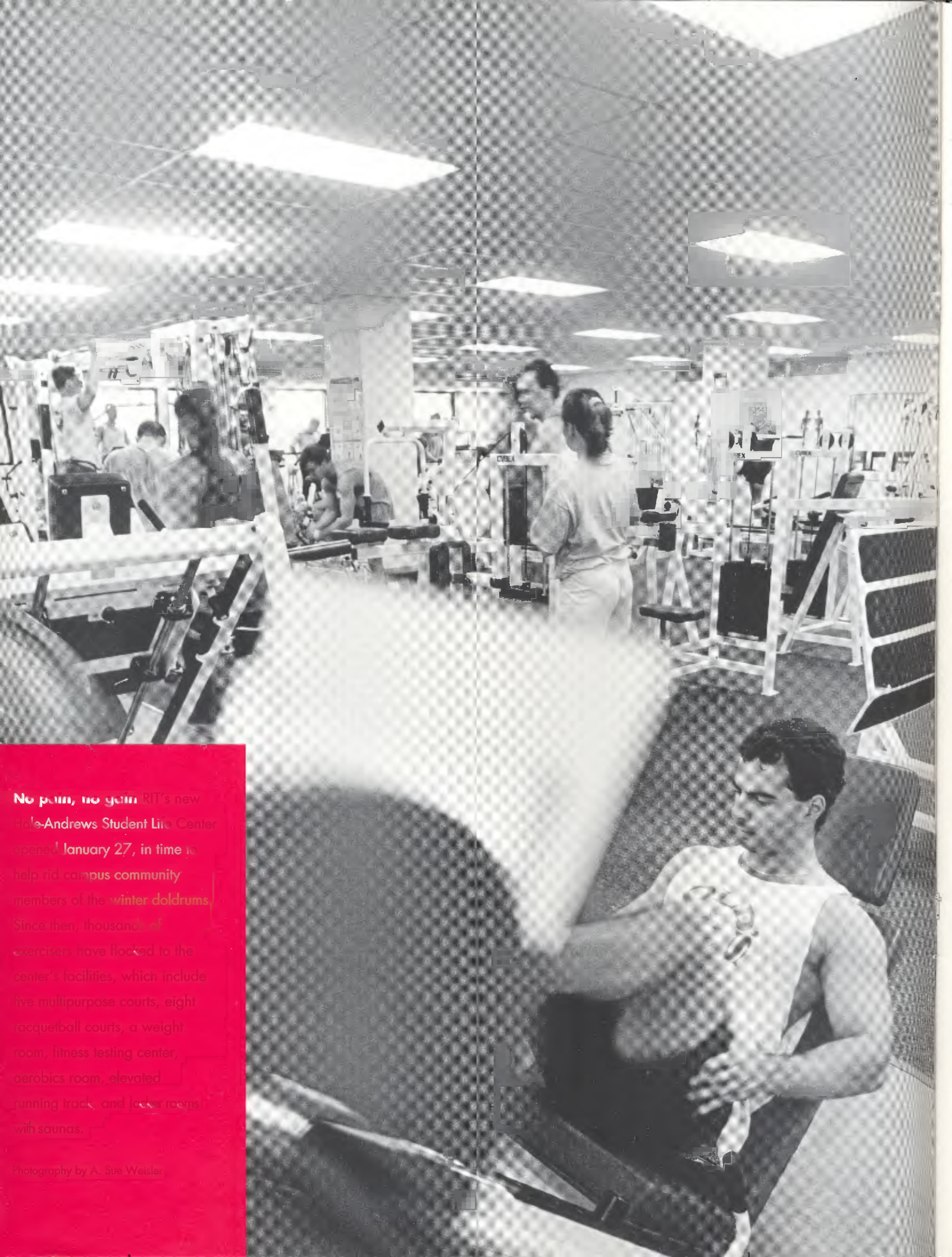
S U M M E R 1 9 9 2

FOCUS

NTID

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





No pain, no gain RIT's new Hole-Andrews Student Life Center opened January 27, in time to help rid campus community members of the winter doldrums. Since then, thousands of exercisers have flocked to the center's facilities, which include five multipurpose courts, eight racquetball courts, a weight room, fitness testing center, aerobics room, elevated running track, and locker rooms with saunas.

Photography by A. Sue Weisler

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ABOUT THE COVER

Each year, NTID welcomes thousands of visitors from throughout the United States and around the world. For a glimpse inside the Institute and its popular visitors program, see "Tour de NTID," page 20.

Cover illustration by
Joyce Wynes.

FOCUS NTID

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Director
Marcia B. Dugan

Editor
Lynne Bohlman

Coordinator, Publications
Susan Cergol

Writers
Beth M. Pessin
Kathryn Schmitz
Pamela Seabon
Kathleen S. Smith
Deborah R. Waltzer

Art Director
Colleen Collins, RIT Communications

Photography
A. Sue Weisler — pp. 3, 5 (bottom), 7, 10-12, 14, 15, 18, 20, 22, 28, 30 (bottom), 32
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The welcome mat is dusted off and, depending on the season, the snowy walks are shoveled or the colorful flowers pruned, as each year NTID receives more than 5,000 visitors. While the Institute doesn't have an actual red carpet to roll out for its visitors, it does strive to provide each guest with "red carpet" treatment.

Since NTID opened its doors in 1968, more than 100,000 people interested in learning about our educational mission, teaching techniques, programs, and facilities have come to Rochester to see firsthand why the Institute is an international educational model. They have not been disappointed.

The Institute has much to show off, from its high-tech classroom equipment to its innovative architectural design. Visitors come to look and, in some cases, to touch since much of NTID's laboratory equipment is available for demonstration and experimentation.

NTID tailors visits to suit the specific needs of its guests, whether they are prospective students, professionals who work with deaf people, government officials, or educators from other countries. Visitors are matched with teachers, researchers, and other professionals in their areas of interest after enjoying a student-led tour of the Lyndon Baines Johnson Building, NTID's attractive main academic and administrative facility.

One strength of the visitors program is the use of student tour guides, who not only add that "personal touch," but also offer some visitors their first interaction with a deaf person.

Student guides this year have led visitors from as far away as the Commonwealth of Independent States (formerly the Soviet Union) and as near as the Rochester community. Visits have been arranged for VIPs such as Marilyn Tucker Quayle, wife of Vice President Dan Quayle, and deaf high school students who are considering enrolling at RIT.

You can learn more about this year's visitors and the individuals who make NTID's visitors program so welcoming by reading "Tour de NTID," which begins on page 20.

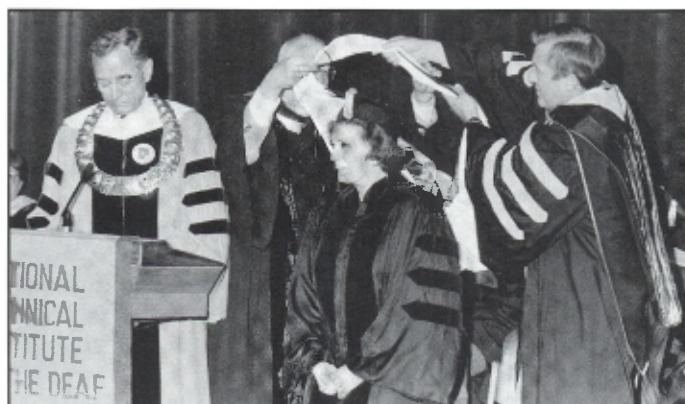
You can learn even more by joining our list of special visitors. Preparations already are underway to commemorate the Institute's 25th anniversary next year. Please consider joining us during that special celebration, or sooner. Our "red carpet" awaits!

William E. Castle

Dr. William E. Castle

AROUND THE QUAD

Former first lady honored



A doctor of goodwill Dr. Jehan el-Sadat, Egypt's former first lady, received an honorary doctor of humane letters from RIT during NTID's Academic Awards Ceremony May 22. RIT President M. Richard Rose, who retired in June, read the citation while Dr. Paul Bernstein, dean of graduate studies, left, and Dr. Robert Desmond, associate provost, placed the doctoral hood on Sadat.

Dr. Jehan el-Sadat, author, educator, and activist on behalf of disabled people, received an honorary doctor of humane letters from RIT during NTID's Academic Awards Ceremony May 22.

Sadat, Egypt's former first lady, was a catalyst for numerous social welfare changes that improved the lives of her fellow citizens. Her projects included establishment of a rehabilitation center for disabled war veterans and citizens, creation of children's villages for orphans, sponsorship of legislative reforms that provide Egyptian women with a more equitable status, and a crusade for literacy.

Awarded a doctorate in Arabic literature from Cairo University in 1986, Sadat currently is a distinguished visiting professor at Radford University in Virginia.

NTID Student Congress hosts ADA Week

To inform deaf students, employers, and community members about the recently enacted Americans with Disabilities Act (ADA), NTID Student

Congress (NSC) members planned and hosted ADA Week March 16-21.

The series of presentations, workshops, and discussions addressed regulations mandated by the ADA, implications and challenges of the ADA for college environments, telephone relays, and access to the legal system.

"We originally planned ADA Week to educate deaf and hard-of-hearing students about the application of the ADA so that when they graduate they can use the information to improve accessibility in the workplace," explains Anthony DiGiovanni III, 1991-92 NSC president. "However, we expanded the program because we realized that employers and other people in the community, especially deaf people, also would benefit from the information."

ADA is designed to bring people with disabilities into the economic and social mainstream of American life. The landmark civil rights legislation was signed into law in 1990 by President George Bush.

ADA Week was an outgrowth of NTID students' Campaign for Accessibility Now movement that was initiated last October to increase accessibility on the RIT campus for students who are deaf (see "Equal Access Now!" page 16). DiGiovanni and NSC members designed ADA Week activities to help

develop a bridge between deaf and hearing people.

"We want to promote RIT as the national model for access to deaf people," says DiGiovanni. "ADA Week was designed to assist members of the RIT community in creating an environment of equal access for all individuals, including those people with disabilities."

Textile images in review

Hand-painted silk, fabric collages, handwoven garments, and textile designs that use the ancient Japanese art of Katasome were among the works of 35 nationally known textile artists featured in *Natural Influence: A National Textile Review*, on display April 6-May 1 in the NTID Switzer Gallery.

The exhibit was curated by Sidonie Merkel Roepke, assistant professor in the visual communications support department, and Lynn Van Campbell, senior artist/designer in the instructional design and evaluation department.

NEWSMAKERS

Communication Research Associate **John Albertini** and English faculty members **Susan Searls** and **Nora Shannon** presented an outreach workshop on "Whole Language" in Sioux Falls, South Dakota, in February. The workshop, which focused on the use of dialogue and reading journals, was attended by 45 teachers and staff members from the South Dakota School for the Deaf as well as outreach satellite and mainstream programs.

Dr. Shirley Allen, associate professor in the general education department, earned a doctor of education in counseling degree from the University of Rochester's Graduate School of Education and Human Development May 24. She is believed to be the first black, deaf woman in the country to earn a doctoral degree. Her dissertation is titled "The Relationship of Deaf Adolescents' Career Choices and Their Perceptions of Parental Attitudes Toward Their Competence as Deaf Individuals."

Dr. Simon Carmel, assistant professor in the department of general education instruction, chaired the NTID Food Humanitarian Aid Committee, which worked in January with the Russian Winter Campaign of Long Island, New York, to collect canned and dry food for elderly deaf people in Moscow. RIT community members donated more than one ton of food.

NTID community members **Patricia Durr**, **Daniel Houlihan**, **Vicki Hurwitz**, and **Robert Panara** recently joined forces with several others to establish a new theater company in Rochester. **LIGHTS ON!** features material written by deaf playwrights and performed in sign language by deaf people in order to foster interest in the cultural experiences of the deaf community.

Reed Gershwind, instructor in the department of business occupations, received the 1992 RIT Provost's Excellence in Teaching Award in January. The award recognizes a faculty member with three or fewer years of experience at the Institute who has made "a distinct difference in the teaching climate of the college."

Robert Menchel, assistant professor in the physics and technical mathematics department, is pursuing a doctorate in education at Harvard University. Harvard's only deaf graduate student, Menchel plans to finish his program in 1994 and then return to NTID.

Dr. Stephanie Polowe, associate professor in the department of technical and integrative communication studies and president of the Convention of American Instructors of the Deaf, in January was elected co-chairperson of the Council of Organizational Representatives, a consortium of 14 national advocacy groups representing deaf and hard-of-hearing people.

James Wilson, systems administrator in the department of information services, received a Merit Award from The Johns Hopkins University National Search in recognition of his proposed computer application, "A Modular Approach to Communication Using Prediction." The national search is an annual solicitation of ideas for enhancing the quality of life for people with disabilities through the application of computer technology.

NTID, others collaborate on national cumulative trauma disorders study

NTID, the University of Rochester's Center for Occupational Rehabilitation, and RIT's College of Engineering are collaborating on a research study to measure the prevalence of upper extremity cumulative trauma disorders (UECTD) among sign language interpreters across the country. In addition, the study will provide further information about the characterization of UECTD symptoms and the relationship of those symptoms to reported workload.

UECTD is a group of approximately 10 conditions, including tendinitis of the wrist and forearm as well as nerve entrapment disorders such as carpal tunnel syndrome. Symptoms include inflammation of tendons, tingling, numbness, loss of strength, and constant pain.

Since 1985, 14 members of RIT's interpreting staff have

left the profession because of UECTD-related pain and injuries. More than 45 percent of the staff has been medically evaluated as having work-related UECTD injuries.

The study will be conducted via a survey questionnaire designed and mailed by the Center for Occupational Rehabilitation to more than 3,000 interpreters throughout the country. The study will be completed this fall.

Findings from this study, along with research already reported in the *Journal of Occupational Medicine* indicating that cumulative trauma disorders may be linked to individual work styles, will be used by NTID, the Center for Occupational Rehabilitation, and RIT's College of Engineering to launch a large-scale effort to improve prevention of and management strategies for cumulative trauma injuries.



Thanks for the support NTID representatives recently presented Max Factor III, trustee of the Max Factor Family Foundation, with a plaque in appreciation of the foundation's scholarship support. Last year, the foundation established a \$100,000 endowed scholarship fund, payable over three years, for deaf RIT students from the Los Angeles/Southern California region. Pictured, left to right, are Michael J. Catillaz, director of development, The NTID Foundation; Dr. T. Alan Hurwitz, NTID associate vice president for outreach and external affairs; Factor; and Dr. James DeCaro, NTID dean. Jeromey Rambeau, applied computer technology student from El Cajon, California, was named the first recipient of the Max Factor Scholarship earlier this year.

Black History Month activities

The play *I Didn't Hear That Color*, a series of humorous and poignant vignettes based on real-life experiences of black deaf people, was a featured activity during NTID's 5th annual recognition of Black History Month in February.

Written and directed by Robert Daniels, public relations associate for media services at Gallaudet University in Washington, D.C., the play was performed by six black deaf actors from Gallaudet, one of

whom, Fred Beam, the play's assistant director, graduated from NTID's electromechanical technology program in 1985.

The play traces the journey of black deaf people from pre-slavery Africa to present-day America and explores how black deaf people experience being a minority within a minority.

A panel discussion, titled "Perceived Prejudices and Racism, Solutions Through Drama," and an hour-long workshop, titled "Racism, Solutions Through Drama," took place

as supplements to the play. Daniels, cast members from the play, and NTID staff members Aristotle Ogoke and Dianne Brooks discussed racism and prejudice as well as potential solutions.

In addition, throughout February the NTID Switzer Gallery featured an exhibit of drawings, paintings, and sculptures by Rochester, New York, artist Jose Flores.

A graduate with distinction

Linda Nelson, 1973 College of Business graduate, was named this year's NTID Distinguished Alumnus Award winner. The award is given annually to a deaf graduate who has demonstrated outstanding achievement in his or her field as well as continued efforts that support and improve the lives of deaf people.

Nelson's career and community involvement exemplify service to and support of deaf people. As counselor in the Hearing-Impaired Health and Wellness Program at St. Paul Ramsey Medical Center in Minnesota, she develops programs for deaf and hard-of-hearing clients and organizes community conferences and workshops.

An advocate of deaf issues,

Nelson participated in the Government Task Force on Telecommunications for Hearing-Impaired Persons and was instrumental in developing Minnesota's telephone relay service. She is on the planning board of the Center for Education of Non-Traditional Students and the board of directors of the Deafness Education and Advocacy Foundation.



New School Psychology and Deafness program

School psychologists who work with deaf and hard-of-hearing children will be able to earn an advanced certificate in school psychology and deafness for the first time through a new RIT program.

NTID has joined forces with RIT's College of Liberal Arts to create a program designed to help school psychologists better understand the language

and culture of deaf people as well as the social and legal implications of deafness as they relate to conducting psycho-educational assessments and intervention plans. The curriculum is designed to prepare practicing school psychologists to work effectively with deaf and hard-of-hearing students.

The one-year program will first be offered in August to a 10-student class.

Gold medalist inspires NTID audience



"If you can see it, you can be it. But you can't fly unless you try."

So professes Olympic speedskating medalist Cathy Turner. Turner, who won gold and silver medals during the 1992 Olympic Winter Games, addressed an audience of about 300 students and faculty and staff members April 21 as part of NTID's Special Speaker Series, which is sponsored by the Rothman Family Endowment.

Turner, who had abandoned a childhood competitive skat-

ing career at 16 to pursue professional singing and songwriting, was inspired to return to short-track speedskating after watching former teammates glide away with medals during the 1984 and 1988 Winter Olympics.

Soon after the 1988 Olympics and with encouragement from her mother, Turner returned to the rink. She spent 3½ years training daily with the U.S. World Short-Track Team at the Northern Michigan University Olympic Education Center.

At the 1992 Olympic Winter Games in Albertville, France,

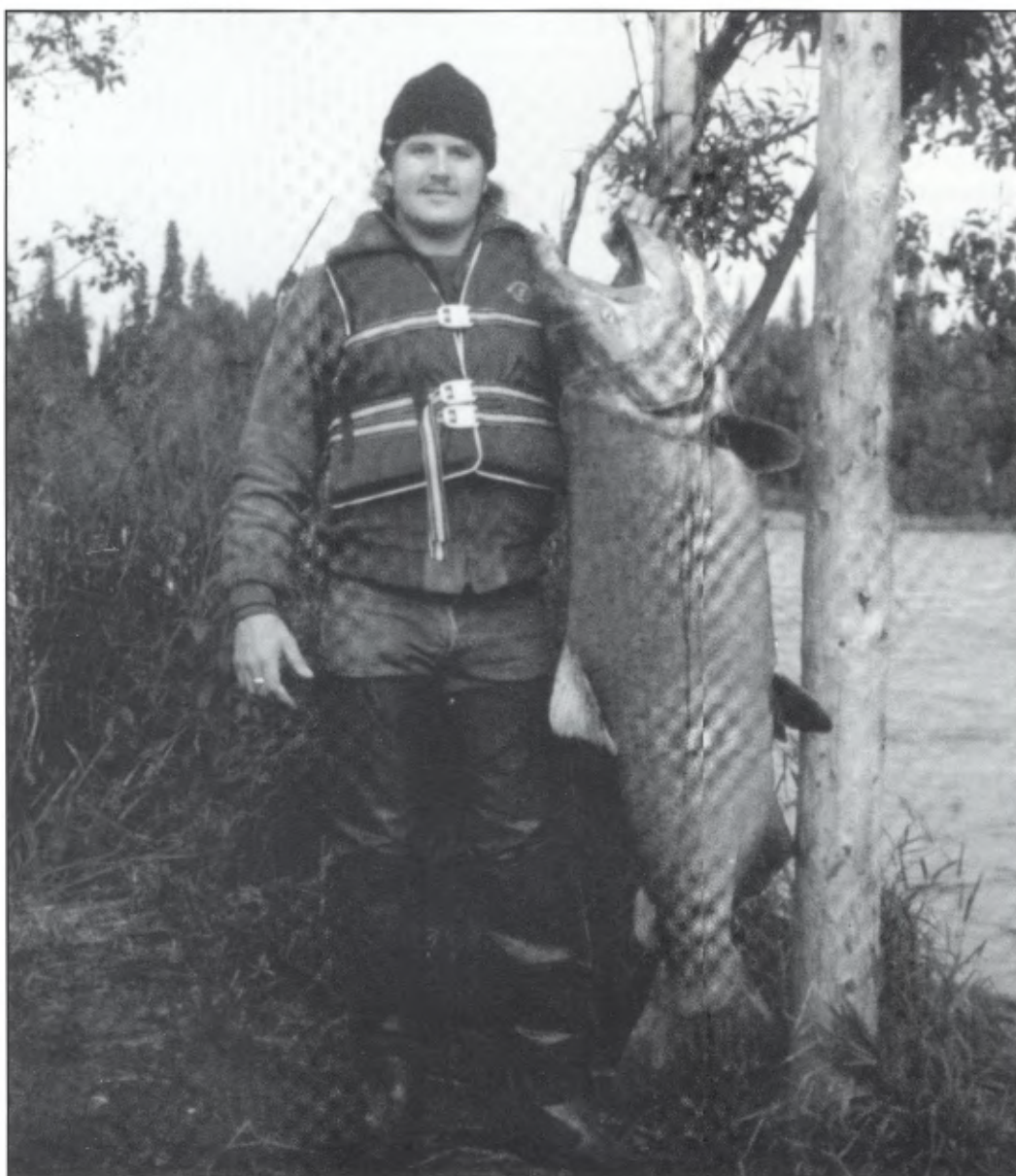
Turner propelled her skates over the finish line .04 seconds sooner than her nearest competitor to win the gold medal in the 500-meter short-track speedskating event.

Turner encouraged her NTID audience to "strap on their own skates," whether it be to earn an advanced degree or rekindle a forgotten personal interest.

"Make sure that whatever choice you pursue," she advised, "you love it." ■

King of the river

by Pamela Seabon



A prized catch Dean Schlehofer reeled in this 80-pound, 54-inch chinook salmon—his first big fish—in the summer of 1986.

A fishing enthusiast since he was 6 years old, Dean Schlehofer always wanted to catch a big fish—specifically a chinook (king) salmon, found in the northern Pacific Ocean. Growing up in Connecticut, however, made that dream seem an impossibility—that is, until the summer of 1986 when, four years after moving with his family to Anchorage, Alaska, it finally happened.

"I caught an 80-pound, 54-inch chinook salmon," exclaims Schlehofer, 28, who graduated in May with an associate degree in accounting. "The fish put up a struggle and nearly broke my pole, but the struggle was worth it once I reeled in the prize."

The popular Kenai River, 60 miles south of Anchorage, is a favorite fishing site for Schlehofer. By frequenting the river every weekend during summer breaks, Schlehofer began to discover many areas in which salmon and halibut are plentiful. He also found that thousands of people throughout North America are attracted to the river because of its fishing pleasures.

With that in mind, Schlehofer, along with former accounting student Michael Marts-Young, has set out to bring together volumes of fish and tourists. In May, they



A nibble of interest Schlehofer, left, and Michael Marts-Young spread the word about their new business, King of the River, during a sports exhibit in Rochester, New York.

began a fishing guide business called King of the River.

"I own a 20-foot riverboat, which also is called *King of the River*, that seats six people," Schlehofer says. Each fishing season, May through October, approximately 200 of these boats ply the Kenai River, leading tourists to areas swarming with salmon and halibut.

To give their fledgling business an edge, Schlehofer and Marts-Young provide something more than do the conventional riverboats. Not only is the *King of the River* equipped with all the essentials—rods, reels, tackle, bait, and life jackets—it also features a full-time interpreter and is wheelchair accessible.

"We have a lift that gets people who use wheelchairs onto the boat and rigs to help them reel in fish," says Schlehofer. "The interpreter helps us communicate successfully with our passengers."

In addition to providing access for people with disabilities, the businessmen, who are the only deaf fishing guides in the area, also want to build a reputation for competence and dependability. They began working to establish their business three years ago by researching the industry, exploring areas said to be heavily concentrated with salmon and halibut, and identifying tourists' needs that were not addressed by other guides.

"We are the only guides who provide these special services," says Marts-Young, a 28-year-old California native. "People with disabilities appreciate and can rely on us."

Passengers pay \$75 each to be taken on the river for five hours in search of fish. Tourists can catch 90-pound chinook salmon, 12-pound sockeye (red) salmon, 15-pound coho (silver) salmon, and 80-pound halibut.

With his accounting know-how and love of fishing, Schlehofer anticipates a good line on business.

"Dean is an assertive and capable individual," says Ted Lord, assistant professor in the business occupations depart-

ment. "He is taking on a big responsibility and is ready for the challenge of operating a business."

Although they love Alaska's summer fishing season, Schlehofer and Marts-Young do not enjoy the nearly 23 hours of darkness during the colder months. At the close of fishing season, the two guides plan to retreat to more comfortable Seattle, Washington. But they won't be there very long.

"We will return to Alaska next fishing season," says Marts-Young. "Tourists and the river will be expecting us." ■

The curtain calls

by Susan Cergol

When the Tony Award-winning National Theatre of the Deaf made a stop at NTID last November during its 25th anniversary tour, three cast members felt right at home.

Robert DeMayo, Camille Jeter, and Michael Lamitola, all former RIT students, joined fellow company members in presenting a spirited adaptation of *Treasure Island* to two sold-out houses in the Robert F. Panara Theatre. The Panara stage was familiar territory since all three had participated in NTID performing arts productions.

"NTID's performing arts programs taught me to believe in myself and helped me define my goals," says Jeter, who enrolled at the Institute in 1978. "I'm grateful for that opportunity."

Jeter and DeMayo both performed with NTID's touring theater ensemble, Sunshine Too—Jeter from 1983-86 and DeMayo from 1985-86 and 1988-89.

"Sunshine Too gave me my first experience of touring and performing on the road," says DeMayo, who enrolled at NTID in 1984. He now is beginning his third season with The National Theatre of the Deaf, a 10-member professional ensemble of deaf and hearing actors based in Chester, Connecticut.

Lamitola, who joined the troupe in 1980 after graduating from RIT's social work program that same year, holds the distinction of having performed with Sunshine Too's predecessor, Sunshine and Company, in 1978. He agrees that his early theatrical experiences at NTID gave him a solid background in the performing arts, but he believes that the relationship between The National Theatre of the Deaf and NTID is one of mutual influence.

"Twenty-five years ago, The National Theatre of the Deaf was the only deaf performing group in the country," says Lamitola, 36, who recently rejoined the company after a two-year leave to perform in Europe. "I like to think that Sunshine Too got its seed from The National Theatre of the Deaf, and now that inspiration has come full circle."

Indeed, the two performing groups share a similar goal: to provide high-quality theatrical entertainment in both sign language and voice for the enjoyment—and education—of deaf and hearing audiences.

"Our famous motto is, 'You hear and see every word,'" says Lamitola, a Long Island, New York, native. "We don't preach deafness, but we do educate

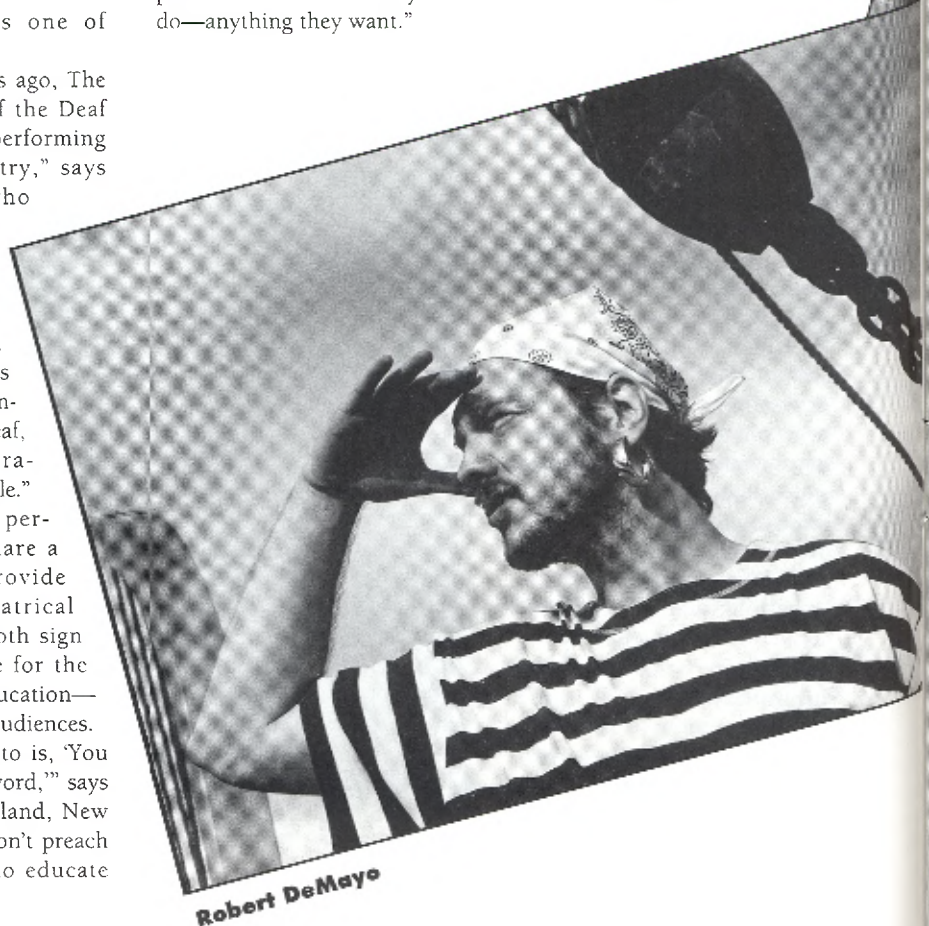
through the use of sign language, which is our art form. That's our main contribution to hearing audiences."

Jeter, 31, who is in her seventh year with the company, adds that the traveling troupe also has a message for deaf audiences.

"We try to be role models for deaf people, particularly the younger generation," she says, "by exposing them to the possibilities of what they can do—anything they want."

DeMayo, Jeter, and Lamitola embrace that message through their own plans and aspirations, although they acknowledge a shortage of challenging roles for deaf actors in the professional theater world.

"Deaf actors need deaf characters that are written by deaf people," says Lamitola. "We need people who are familiar with deaf culture to write about that culture."



Robert DeMayo

Michael Lamitola and Camille Jeter



"We also need more deaf directors and agents," adds DeMayo, 27, who hopes one day to become a director himself. The West Haven, Connecticut, native—whose stage credits in-

clude a stint with The Silent Alley, a mime and clown company based in West Hartford, Connecticut, and performances with Cleveland's

Fairmount Theatre of the Deaf—dreams of working in Hollywood or New York on all aspects of dramatic production, including camerawork, special effects, and costuming.

Jeter, who grew up in Detroit, says she'll continue acting—she'll play the lead in The National Theatre of the Deaf's upcoming production of *Ophelia*—and plans to work on developing a theatrical outreach program with the com-

pany's co-artistic director, Julianna Fjeld. Jeter's long list of theatrical accomplishments includes performances in a national production of *Children of a Lesser God* as well as a recent off-Broadway production of *Educating Rita* with The New York Deaf Theatre.

As for veteran Lamitola, who has been seen on television's *True Blue* and *A Different World* and has performed with Tyst Teater, Sweden's professional

deaf theater company, the future looks bright.

"I will always be an actor, whether on stage, television, or perhaps in movies one day," he says optimistically. He talks of setting up his own theater company and perhaps returning to NTID to teach.

"I have many, many dreams," says Lamitola. "Who knows? I'll follow the wind and see where I end up." ■

Friendship spans generations

by Kathleen S. Smith

At a glance, the two women don't have much in common. One is dark-haired, statuesque, and full of youthful energy. The other is petite with well-coiffed white hair and a touch of arthritis.

Marika Kovacs and Mildred Hall are 70 years apart in age, but when they get together, they joke and giggle about everything from schoolwork to boyfriends.

Kovacs, 22, is an athletic and motivated college student who maintains a 3.0 grade point average in RIT's marketing program, performs in NTID theater productions, and plays basketball and softball for RIT.

Hall, 92, is an elegant, down-to-earth woman who gives generously of her time and money to various community projects, including the education of deaf RIT students.

Three years ago, Kovacs was the first student to receive the Mildred F. Hall Scholarship, created in 1989 to recognize deaf students who have distinguished themselves academically and through extra-curricular activities.

When Kovacs, a Dearborn Heights, Michigan, native, learned that her scholarship benefactor was living in Rochester, she expressed great interest in meeting her.

Hall recalls, "I felt a bit insecure with Marika at first

because I was worried about communicating. But the more we talked, the easier it got."

"I was a little nervous, too," echoes Kovacs, "but I liked Mildred right away. She reminds me of my great-grandmother—she's inspiring and a lot of fun."

Hall's decision to establish a scholarship fund at NTID is

the result of a long-standing association with RIT as well as her own recent hearing loss.

Her late husband, Silvanus, was an accomplished woodworker and craftsman. After his death, Hall established a scholarship fund in his name at RIT's School for American Craftsmen.

A few years later, soon after

her hearing loss was detected, Sunshine Too, NTID's traveling theater group, visited Hall's apartment complex. Hall was impressed by the performance and by one young actor in particular, and she decided to learn more about NTID.

After several visits to NTID, Hall was impressed enough to establish the scholarship fund that bears her name.

"Marika was my first scholarship recipient," Hall says. "When I met her, we talked about her interest in theater, and I mentioned Sunshine Too. As I described the handsome young man that I remembered from the performance, Marika's eyes grew wide. She pulled a photograph from her purse and, lo and behold, there he was!" It was 1991 College of Business graduate Daniel Houlihan, Kovacs' fiancé.


Hall and Kovacs, and occasionally Houlihan, get together for lunch two or three times each year. They chat about everything from post-college ambitions to sports. When they're not together, Kovacs sends notes and cards to her friend.

"NTID is a wonderful place," says Hall. "I truly enjoy being with and helping young people like Marika." ■



A 'Complex' Phenomenon

by Lynne Bohlman



The seeds of friendship Roommates Margaret Paul, left, and Kelly Brown share several interests, including art, plants, and learning about each other's cultures.

Deaf and hearing students learn to live side by side

Roommates Kelly Brown and Margaret Paul get along famously.

The two art students—Brown is a third-year painting/illustration student, and Paul is a first-year ceramics student—share techniques of their respective art forms, wash and braid each other's hair, have a common interest in plants, take a noncredit sign language class together, and laugh about Brown's extremely loud alarm clock and Paul's confusion between their room's doorbell and fire alarm strobe signals.

Although from dissimilar backgrounds, the two roommates have created a living situation that is comfortable for each of them. However, where interaction among deaf and hearing students on the RIT campus is concerned, Brown and Paul are rare exceptions rather than the rule.

"It seems that, in general, hearing-impaired and hearing students don't really try to relate to each other," says Brown, who describes herself as hearing impaired. "In my opinion, Margaret and I are doing so much better than all the rest. We work at it."

"It's like each side doesn't make an effort to come together," agrees Paul, who is hearing. "They're separate and stay to themselves. They're comfortable that way."

Because of communication concerns, RIT's residence life department assigns deaf and hearing people as roommates only if both parties make such a request. But the department does strive to create

a living and learning environment that encourages interaction among deaf and hearing students.

RIT's goal of promoting "meaningful interaction" for its nearly 6,000 residential students (there are approximately 13,000 students enrolled at the Institute) appears simple enough. Creating the pilings that support crossing that

development department and RIT's faculty-in-residence.

Despite the commitment and efforts of the residence life staff, RIT, which likes to consider itself a national model for providing a unique educational and living environment, is at risk of becoming a national model of unfulfilled potential. The barriers—some of which

RIT controls and many of which it cannot—are significant.

Many of the difficulties associated with creating a residential environment that is conducive to the social interaction of deaf and hearing students are related to the issue of separateness—both cultural and physical.

Although deaf and hearing students live side by side on mainstream floors throughout RIT's five residence complexes, nearly three-quarters of deaf students who live in residence halls are in one, the Mark Ellingson-Peter

Peterson-Alexander Graham Bell (EPB) complex.

"Students say that this [EPB] is where the action is for the deaf community on campus," says Renée Camerlengo, EPB area coordinator.

All rooms, lounges, hallways, bathrooms, and recreational areas in EPB have strobes that visually signal the doorbell and fire alarm, and every floor, with the exception of one, houses both deaf and hearing students. In other residence halls, mainstream floors are defined as those on which some of the rooms have strobe signals and



Equal option provider Area Coordinator Renée Camerlengo frequently interacts with residents in the Mark Ellingson-Peter Peterson-Alexander Graham Bell complex. Here she chats with third-year student Charlie Grote.

cultural bridge, however, is complicated by attitudinal, communication, environmental, and fiscal barriers.

A national model?

On the basis of numbers alone, there is no other postsecondary program in the country that offers mainstreaming—academic or social—on the scale of RIT.

"Mainstream floors offer a form of liberal arts education in a nontraditional way that you won't find anywhere else," says Patricia Durr, assistant professor in NTID's human

RIT housing options: apprehensions and opportunity

Dear Joan: My daughter is a senior in high school. Next semester she plans on attending RIT (Rochester Institute of Technology). I am so excited for her; the only problem is that she has been assigned to a dormitory with students who are deaf. I am extremely nervous about this. I don't think this situation would be good for my daughter. What should I do—forbid her to stay in the dormitory at RIT or hope things work out for the best?—C.B., Pittsford, N.Y.

Congratulations to you and your daughter upon her acceptance at RIT. College life is full of new experiences and adventures—living in a dormitory is one of them.

My first thought is that you should be open-minded about her residential assignment. This could be a unique opportunity for her to meet a variety of individuals, to

learn about a new language and a new culture. Try not to prejudge the situation.

If your daughter seems as apprehensive as you do, suggest that she discuss her feelings with the area coordinator of the dormitory. I am sure she will be understanding. A visit to your daughter's designated dormitory may also be beneficial. Interaction between the community of students who are deaf and the community of hearing students is an ongoing goal of RIT. Your daughter is fortunate to be a part of the phenomenon. My best wishes.

This letter is reprinted from Joan G. Lissack's December 21, 1991, "On Disabilities" column, with permission from Gannett Rochester Newspapers.

therefore are accessible to, but not necessarily inhabited by, deaf students.

Within EPB, Camerlengo says, RIT aims to have a ratio of 60 percent deaf students and 40 percent hearing. The representation actually is closer to 80-20.

Ironically, while opportunities for deaf students to mix with hearing students are most prevalent in EPB, the architectural design of the complex is less conducive to interaction than other residence halls. EPB rooms are built as three-room suites around private baths rather than as traditional residence hall rooms located on long hallways with shared baths.

It is exactly this—EPB's layout—as well as its air-conditioned rooms that attract many hearing residents to the complex.

"Students love the private baths and the fact that they're not competing with 25 others," notes Camerlengo, "but they also miss out on the camaraderie that takes place in those community baths."

A comfortable separateness

Physical separation is not an isolated issue within EPB; rather, it's a campus-wide obstacle.

"There are a lot of messages around our campus that reinforce separatism, including signs that say 'NTID this way' and 'Academic area that way,'" observes Ellie Rosenfield, chairperson of NTID's human development department, who

began her career at RIT 15 years ago as a residence life complex director.

The issue of separateness goes beyond the physical. RIT also struggles against the natural human inertia that compels people to associate with others like themselves.

"It seems natural for deaf and hearing people to interact with others who are like them and to go to activities where they feel most comfortable," notes Rosenfield.

For hearing students, most of whom have never even met a deaf person before, arrival on campus can be a culture shock.

"Hearing students' reaction is typical of exposure to any culture you don't know about—ignorance causes fear," says David Anderson, resident director in EPB and a 1986 graduate with a bachelor's degree in hotel and resort management.

Deaf students, most of whom have lived and interacted with hearing people all their lives, have mixed reactions to RIT's residential realities.

"Some just want a break from the frustrations of trying to interact and communicate with hearing people," says Rosenfield. "Others are disappointed that the experience isn't more successful and that they don't have more hearing friends."

For some students and staff on

campus, the reality of separateness is not necessarily negative.

"It's okay to have some comfortable separateness," says Rosenfield. "While we are a mainstream campus, there's a great deal of parallel living here; there's not much interaction. What we have is fine, although we continue to strive to increase opportunities for deaf students to have equal access."

Indeed, some feel that parallel organizations and living options provide deaf students, who often can be left out in mainstream situations, with greater leadership opportunities.

For example, says Rosenfield, because separate fraternities and sororities were established for deaf students, these students now are more involved in Greek Council, the RIT governance organization for all campus fraternities and sororities. This year a deaf student was elected president of Greek Council.

"I understand that view completely, but I feel it's a real 'catch-22,'" says Dr. Susan Foster, research associate in NTID's Center for Postsecondary Career Studies in Deafness, who has conducted research on interaction between deaf and hearing students in EPB. "Once you say you're not going to force the majority to accept you, you're saying to the system, 'You don't have to change. We found another solution,



Comfort zone Andrew Rubin, left, is resident advisor of RIT's ASL floor, a housing option for students fluent in American Sign Language.

and it's separatism.' The ultimate goal has to be to change the mainstream."

"I can appreciate that people feel comfortable in homogeneous groups," adds Anderson, "but there's so much to learn from one another."

To enhance those learning opportunities, RIT's residence life department, widely considered the premier non-NTID department for providing accessibility and being sensitive to deaf students, has adopted strategies and programming to make residence options more accessible, increase leadership opportunities for deaf students, and improve interaction among deaf and hearing students.

In pursuit of equal access

"The issue," says NTID Dean James DeCaro, "is whether students live as they do because they choose to or because they have no other option. Students should have access to a full array of living options and be able to choose the one that suits them best."

Jane Hendriksma, assistant director of student development in the residence life department, says options for deaf RIT students are increasing.

"From a customer service perspec-

tive, deaf students over the past couple of years have been requesting better access to a range of housing options," she notes.

These additional housing options include RIT's four apartment complexes, special interest houses, and fraternities and sororities.

Deaf students' access to these options has been hindered somewhat by the availability of a limited number of rooms and apartments equipped with strobe signals. Of 1,778 rooms in residence halls, 680 are equipped with strobes (413 of these are in EPB), reports John Weas, director of residence life. Of 966 apartment units available, he says, 91 have portable, stand-alone strobe units; these strobes are not hard-wired into the buildings' alarm systems.

As part of RIT's response to students' demands made this fall for better access (see "Equal Access Now!" page 16), \$300,000 in federal funding has been designated to connect the strobes in individual apartments to the buildings' alarm systems where centralized systems exist and to equip 54 additional apartments with strobes by next fall.

In addition, says Weas, "We've requested federal funding to provide

strobes in 50 percent of the remaining [residence hall] rooms, with the goal that every other room will have a strobe."

Residence life also has taken measures to ensure that its staff members can communicate with deaf students. Every professional staff member has a TDD (telecommunication device for the deaf) and must learn sign language. Student resident advisors (RAs) in EPB also are expected to learn sign language—the range in skill is from minimal to native—while RAs in other complexes are encouraged to learn sign.

In addition, residence life has made efforts to hire deaf people in leadership positions.

Visibility and leadership

Currently, 15 of 29 student RAs in EPB are deaf.

Because residence life recently has had difficulty attracting deaf students for RA positions (last year there were eight deaf RAs in EPB), the department created on a pilot basis this year a deaf substaff. This group of eight RAs in EPB who are deaf has been dubbed the ASL (American Sign Language) staff.

The difficulties in attracting deaf RAs have stemmed from the feeling that the RA staff is "too hearing" and the possibility that students may lose vocational rehabilitation support because of their RA salaries, according to Anderson, who is hearing, fluent in ASL, and supervises the ASL staff.

"Eighty percent of the population of EPB is deaf," he says. "Leaders in the building need to be representative of the population."

"To attract more deaf RAs," Anderson adds, "we created the deaf substaff. We felt that deaf students would be more comfortable with deaf culture and sign language."

The experiment has been successful.

"We have an extremely cohesive group," Anderson says. "The students started together as a team."

"Being a national model means more than having a TDD on your desk."

Andrew Rubin, third-year printing systems student in the College of Imaging Arts and Sciences, is one of the RAs on the ASL staff.

As RA of the ASL floor, a living option also established by residence life this year on a pilot basis, Rubin enjoys a living environment that is free from communication barriers. To qualify for residence on the ASL floor, students must receive one of the two highest ratings on the Sign Instruction Placement Interview. This year, only deaf students live on the floor, although it is open to hearing students with appropriate ASL skills.

"A common criticism of the floor," says Camerlengo, "is that it goes against the idea of mainstreaming. In residence life, we define mainstreaming as equal access. Considering housing options, this is long overdue. The ASL floor provides an equal option to deaf students."

Rubin enjoys the floor because it houses in one place "students with the same cultural background. It's comfortable," he says. "It feels like home."



Life's cycles As RIT faculty-in-residence, Patricia Durr participates in all aspects of life in the residence halls.

"Some of us have been mainstreamed all our lives. We've experienced the frustration of trying to communicate with hearing people. We've had to accommodate hearing people all our lives. This is our opportunity to focus on ourselves."

Not all deaf residence life employees are RAs. Mark Tauscher, 1991 biomedical photographic communications graduate and current part-time student preparing for enrollment in RIT's graduate business program, is a hall director in EPB. He's responsible for a staff of 11 RAs, nine of whom are hearing.

On Wednesday nights, Tauscher is the residence life staff member on duty. If a conflict or crisis should arise in any of the residence complexes, Tauscher is the contact person. To facilitate communication with hearing students, an interpreter stays overnight in EPB.

Communication has not been a problem, says Tauscher, although some hearing students are surprised when he arrives with an interpreter.

In addition, Tauscher says, "Attitudes seem to be changing as students see deaf people in responsible roles and as deaf students continue to express their need for equal access."

This year's faculty-in-residence, Durr, the first deaf faculty member to hold the position, concurs with Tauscher on the importance of deaf people occupying visible positions.

"Having deaf people in these positions shows that deaf people can do anything," she says. "The more deaf people there are in visible positions around campus, the greater the impact on breaking down some of the myths."

"It makes a big difference to a floor if the RA is deaf," adds Durr. "Whether they like it or not, hearing students are forced to deal with a deaf person. If they see a deaf person in a position of leadership, they have to rely on that person as a resource."

As faculty-in-residence, a one-year appointment, Durr lives with her husband in an apartment in the Sol Heumann-Carlton Gibson residence complex. The goal of the program is to increase interaction among students and faculty members outside the classroom.

Whether she's doing her laundry, eating in the cafeteria, leaving the complex at 2 a.m. because of a fire alarm, or attending an area government meeting, Durr's presence gives students the opportunity to interact with a faculty member on the residence side of campus.

"It's a social opportunity for students to talk to a faculty member in a non-traditional setting—their setting," explains Durr.

Durr not only attempts to enhance student-faculty interaction but interaction among deaf and hearing people as well. She makes presentations to student groups about deaf awareness. She also has hosted student outings to foreign films since the subtitles provide access to both deaf and hearing students.

While Durr acknowledges that there are ways the Institute could improve living and learning opportunities for deaf and hearing students, she is impressed with the commitment and innovation of the residence life department.

"RIT has not achieved the ideal definition of equal access," she says, "but it sincerely tries to ensure that barriers are broken down so that interaction can occur."

Hendriksma concurs. "We've had a lot of successes, but there are still ways to improve. There's so much more we could learn from one another."

"Being a national model," adds Camerlengo, "means more than having a TDD on your desk." ■

EQUAL

by Kathryn Schmitz

// **E**qual access now!" chanted deaf RIT students with their hands and voices last fall. In October and November, hundreds of students rallied on campus to bring attention to the need to make RIT a fully accessible living and learning environment that recognizes deaf people's cultural and communication requirements.

In their Campaign for Accessibility Now, a highly publicized weeklong series of rallies, meetings with university administrators, and presentations to NTID's National Advisory Group and RIT's Board of Trustees, students expressed a need for greater access to safety measures and services on campus.

Safety measures requested by students include visual alert systems installed in buildings used by deaf people, more campus safety and medical personnel capable of communicating with them during emergency situations, and more telecommunication devices for the deaf (TDDs) around campus.

Services requested include the consistent use of TDDs by trained personnel in all departments that interact with deaf students and the presence of personnel capable of communicating with them. Most of these measures and services have been available at RIT, but not with the quality or consistency that students require.

Students' requests have received nearly unanimous support from RIT's administration, according to Anthony DiGiovanni III, third-year accounting student and 1991-92 president of the NTID Student Congress (NSC), who since the fall rallies has met regularly with administrators to address student concerns.



ACCESS NOW!





Working together NTID Dean James DeCaro, left, and RIT Executive Vice President Thomas Plough meet regularly with other administrators and students to seek solutions to campus accessibility issues.



Making RIT a safer place Anthony DiGiovanni, left, and officer James Pressey collaborate on enhancing campus safety.

"The administrators have been very responsive this year," says DiGiovanni. "They've demonstrated a willingness to meet the needs of students. We've tried to communicate that these changes aren't just for deaf students, but for all of us. We have great potential to make RIT the best model of mainstreaming and cross-cultural interaction."

The movement was set in motion by an NTID "Freshman Seminar" class that surveyed the use of TDDs on other parts of campus. Students used TDDs to call various offices and were shocked and dismayed to discover that people answering the telephone in most departments did not use TDDs either because they did not have them or because they could not or would not use them.

In an October letter to RIT administrators, DiGiovanni and Sin-Yi Ko, fourth-year graphic arts student involved with NSC, summarized students' requests: "NTID students are expecting RIT administrators to show more sensitivity, not just by installing induction loops, providing interpreters, and purchasing a few TDDs. Being more sensitive means signing with us, using TDDs with a positive attitude, and encour-

aging more sections of ASL [American Sign Language] and deaf culture classes in RIT's College of Liberal Arts. We want to communicate better as well as have more direct communication."

The week of rallies and subsequent meetings marked the beginning of a dynamic relationship between deaf students and hearing administrators who have been working together to make RIT a better environment for deaf people.

"Students identified the problem and now fully participate in solving it," says Dr. James DeCaro, dean of NTID. "I think that students now understand that with the right to access comes responsibility to secure that access. It's been an evolutionary process of self-awareness and self-empowerment for students who are deaf."

The issues now being addressed are extensions of similar ones raised four years ago by deaf RIT students supporting the Deaf President Now movement by their peers at Gallaudet University. At that time, students asked for deaf representation on RIT's Board of Trustees, increased sign language competency among NTID faculty and staff members, the hiring of more deaf

faculty and staff members, and an end to what students perceived as a paternalistic attitude toward them.

Since then, three deaf people have been named to RIT's Board of Trustees (two now serve); NTID has implemented a communication policy for faculty members; 90 deaf people now work at NTID, up 60 percent from 34 in 1985; and the Institute held a convocation, "Attitudes Toward Deafness," three years ago to address the issue of paternalism. The student rallies in October and November expanded the areas of concern beyond NTID to all of RIT.

Appointed by Dr. Thomas Plough, RIT executive vice president and provost, several committees composed of faculty and staff members and students now are addressing the issues raised during the rallies.

RIT's ability to address these issues has been limited somewhat by available technology and legislation. However, technological approaches, such as the installation of visual alert systems and TDDs, will solve only some of the problems faced by deaf RIT students;

others will require more fundamental changes in attitudes.

"Staff members in some departments say that deaf people never use their services," notes Dr. Barry Culhane, RIT student ombudsman, "but why would students use those services if the places aren't equipped to deal with them?"

"Instead of asking, 'What can RIT do to help deaf students?' we need to ask, 'How can RIT become fully accessible so that the Institute benefits from the presence of deaf people?'"

Kent Winchester, associate professor in the department of human development who taught the "Freshman Seminar" class that performed the TDD survey, is optimistic about students' ability to change campus attitudes.

"I think it's exciting to see students understanding their power and ability to influence and change some important, frustrating areas in their lives," says Winchester.

Changing the way things are done at RIT is important not just to students who are deaf, but to the entire RIT community, according to Plough.

"It is important that all members of our community, deaf and hearing, have equal access to the benefits offered by an RIT education," he says. "Anthony [DiGiovanni] and the other students raised some very legitimate issues. I believe that we are on the road to prioritizing, clarifying, and addressing these concerns."

DiGiovanni agrees.

"I feel that the RIT administration has made significant progress," he says. "But even though progress has been made toward improving services and accessibility for deaf students, we still have a great challenge. We must change attitudes about deafness in the RIT community, and I believe that we will eventually do this." ■

Improving equal access

■ Improved visual fire alert systems for campus apartments is a top priority for students.

- Ninety-one apartments have stand-alone smoke detector/strobe systems.
- Visual alert systems will be installed in these and 54 additional campus apartment units in various complexes.
- An informal human back-up system to warn deaf students in on-campus apartment complexes of emergencies will be reinforced through development of a "Neighbor to Neighbor" program.

■ Installation of visual fire alert systems in buildings other than residence facilities also is a priority.

- A campus construction policy ensures that all new facilities include visual fire alert systems and that renovations to existing buildings used by deaf faculty and staff members and students include such systems.
- Seventy-four visual alarms were installed in the recently built Student Life Center.

■ Communication between deaf students in crisis situations and the campus safety and emergency medical personnel available to help them is an important issue.

- Procedures have been established to improve the responsiveness of the crisis interpreting system, with the goal of having an interpreter at a situation within 10 minutes.
- Campus safety officers will continue to attend sign language and deaf culture classes so that they are prepared to communicate with deaf students.
- James Pressey, field supervisor in the department of campus safety, meets each quarter with NTID students to

discuss campus safety policies and programs and address their questions and concerns.

■ Communication with RIT administrative offices, the issue that sparked the student movement, also is being addressed.

- Those offices have committed to improving the sign communication skills of staff members as well as the use of TDDs.
- Other strategies for enhancing communication and services throughout the university are being implemented, including greater use of electronic mail on campus, designation of staff members at specific windows in the bursar's and registrar's offices to serve deaf students, and installation of a TDD in the financial aid office.

■ Access to telephone communication is another student concern.

- Two more pay phones with TDDs recently were installed on campus by Rochester Telephone Corporation (RTC), in addition to the three that were installed in 1990.
- A third new TDD pay phone will be donated by RTC for training purposes in NTID's telecommunications lab.

■ Finally, Dr. Thomas Plough, RIT executive vice president and provost, sent a letter in January to all RIT academic and service departments emphasizing the importance of accessible and quality services for all deaf community members. The letter was accompanied by a self-instruction book, titled *GA and SK Etiquette: Guidelines for Telecommunication in the Deaf Community*, written by Keith Cagle, instructor in the Center for Sign Language and Interpreting Education, and his wife, Sharon.

Tour de NTID

by Beth M. Pessin



Welcome to my world Student tour guide Brian Bobbie adds a "personal touch" while providing visitors with background information about NTID.

Since opening its doors nearly 25 years ago, NTID has welcomed more than 100,000 visitors interested in learning about its educational mission, teaching techniques, degree programs, and facilities specially designed for students who are deaf.

Reasons for wanting to get a closer look at the Institute have been as varied as the visitors themselves.

Among the diverse individuals and groups who toured NTID during the 1991-92 academic year were Marilyn Tucker Quayle, wife of U.S. Vice President Dan Quayle; 16 students and faculty members from Japan's Tsukuba College of Technology; an NTID intern from the Commonwealth of Independent States (formerly the Soviet Union) along with five educators from Moscow State Technical University; and 150 deaf high school students from four Eastern states who were attending a basketball tournament at the Rochester School for the Deaf. And, of course, hundreds of prospective students and their parents.

For most visitors, their first contact is either El Ford, coordinator of the visitors program in the division of public affairs, or Kathie Finks, visitation specialist in the career outreach and admissions department. Finks plans and coordinates visits for prospective students, while Ford works directly with all other visitors.

Considerable behind-the-scenes planning takes place long before visitors arrive. Depending on the specific areas of interest, a visit to NTID, which generally includes a formal tour, can last from one hour to one week. A majority of visitors, however, spend a full day garnering information they need.

Formal tours of the Lyndon Baines Johnson Building (LBJ), which is NTID's main academic facility, are

available each weekday throughout the year and last from 25 minutes to an hour, depending on individuals' areas of interest. Students who have received specialized training lead visitors through the Institute.

Student tour guides provide visitors with an opportunity to learn firsthand about the student experience on campus, according to Ford.

"Who better to show the college?" she says. "Student tour guides project pride in their school. They also add a personal touch because they'll share information about themselves, their programs of study, what it's like attending college, and their educational backgrounds."

In addition, for some visitors, being led by a student guide is their first experience interacting with a person who is deaf.

"People are curious about my deafness," says Tanya Duarte, 1992 social work graduate who was a tour guide for nearly three years. "NTID is the right place for people to visit if they want to learn more about deafness. I enjoy educating others; it makes me feel like I have something to offer."

In addition to tours, a tailor-made itinerary listing who the visitor will meet and where meetings will take place also often is arranged. For instance, a prospective student's schedule would vary considerably from that of a school administrator who wanted to learn more about educating people who are deaf.

Ford explains that a daylong schedule often can take weeks to set up. Sometimes brief visits can be as demanding as extended ones.

For example, Quayle's one-hour visit in January required extensive coordination with the various departments that

she visited as well as setting up meetings with students and developing security measures so that the visit moved along smoothly. Each stop on Quayle's tour was carefully orchestrated down to the minute, giving an appearance of effortless transition from one area to the next.

Sometimes visitors, especially vocational rehabilitation counselors, personnel managers, or career counselors, have ongoing contact with the Institute long before they visit.

After maintaining a long-distance working relationship with the Institute for several years, Sarah Michaelson, placement trainer for The Center for the Rehabilitation and Training of Persons with Disabilities in Chicago, decided to visit in October to get a firsthand look at NTID's resources and meet with people with whom she had been corresponding.

"I had never seen NTID before, but was familiar with some of its programs and resources such as NCED [NTID's National Center on Employment of the Deaf] because I had worked in placing a few NTID graduates from the Chicago area," says Michaelson.

"I was impressed with how in-depth the resources are, especially those for employment and follow-up with graduates. It was a well-planned visit, and I was able to meet with people from the areas that interested me."

NTID faculty and staff members frequently meet with visitors on a one-to-one basis to provide more detailed information about the visitors' specific areas of interest—from employment of people who are deaf to audiology to programs of study to closed captioning.

For prospective students, such individual attention can help clarify decisions about which program might best suit their needs.

Like other visitors, prospective students, often accompanied by their parents, generally spend an entire day on campus.

Before they arrive, student visitors receive a general information packet as well as a schedule with a campus map on which meeting places and times have been circled.

"Students are encouraged to seek out places that they'll have contact with, like the bookstore and library," says Finks.

Student visitors receive a tour of both LBJ and residence halls and also attend a class in progress—either English, math, or a class related to a program the student may be considering. Sometimes, says Finks, instructors will make an extra effort to include prospective students in class discussions.

In a typical week, as many as eight prospective students visit the Institute. Finks says that the winter months generally tend to be slower for scheduled visits and that the pace picks up in the spring, especially for tours by large groups—25 or more—of prospective students.

During the 1991–92 academic year, groups of students from as near as Buffalo, New York, and as far away as Little Rock, Arkansas, visited the Institute. Since the policy of accepting international students was initiated in 1990, the number of visits from Canadian students has increased. According to Finks, three or four bus trips for prospective students from Canada are arranged each year.

When prospective students arrive on campus, their first contact is with an NTID admissions staff member who interviews them and discusses academic programs and educational services provided by the Institute.

Often, visitors are introduced to Kristin Limouze, fourth-year student in NTID's business technology program



Every visitor is a VIP Top, while in town for a basketball tournament at the Rochester School for the Deaf, nearly 150 deaf high school students from four Eastern states toured the Institute, including the English Learning Center. Bottom, during an hour-long whirlwind tour, Marilyn Tucker Quayle visited several classrooms and labs, including the Self-Instruction Lab, where she talked with students.



"Student visitors want to meet other students like themselves. There's a lot of interaction and nice conversation. It's a good opportunity for those students to see what attending college at NTID would be like."



A cultural exchange Dr. Shuichi Obata, left, and Barbara Letvin, director of RIT's international student affairs department, chat during a reception hosted by the RIT Asian Club for the visitors from Japan.

and student visitation assistant in the department of career outreach and admissions. Limouze may visit with guests during lunch or guide them to an appointment at another college across campus.

"We eat lunch in the [Hettie L. Shumway] Dining Commons, and I explain to visitors that most deaf students on campus go there for lunch," she says. During lunch, Limouze also introduces the guests to her friends.

"Student visitors want to meet other students like themselves. There's a lot of interaction and nice conversation. It's a good opportunity for those students to see what attending college at NTID would be like," she adds.

"A student is the best person to give information about the Institute," says Finks. "Prospective students feel more comfortable talking with someone who is closer to their age."

That is the philosophy behind matching prospective students with current students to shadow for a day.

Such pairings took place in March when Japanese students and educators from Tsukuba College of Technology visited the Institute. NTID was the prototype for that college, which was established in 1987, and provided information that assisted with the development of some of the college's programs.

During their weeklong stay, the Japanese students, all of whom are deaf, were matched with deaf RIT students in similar academic programs. The students spent the entire week with their hosts, including rooming together in residence halls. The Japanese educators were similarly matched with NTID faculty members who opened their homes to the visitors.

"What impressed our students," says Dr. Shuichi Obata, dean of Tsukuba College of Technology, "were the facilities, equipment, and rapport between the American students and faculty members—they have a wonderful relationship."

Obata adds that the two colleges share a similar goal—independence for deaf students—and that the visit was a welcome opportunity to exchange information.

In recent years, NTID has seen a significant increase in the number of international visitors, in part because the Institute and Rochester were hosts in 1990 of the International Congress on Education of the Deaf. More than 1,600 visitors from 69 countries attended that weeklong event.

In early December, a five-member contingent from Moscow State Technical University and Igor Abramov, president of the Moscow Society for the Deaf and an NTID intern, spent four days meeting with NTID administrators, faculty members, and students as well as visiting classes to learn more about the Institute so that they could begin work on establishing programs and services for deaf students at their university.

Group members especially were interested in learning more about NTID's interpreter training program and support services for students who are deaf.

"Our visit exceeded our expectations," says Oleg Naraykin, vice president of the Moscow university. "The classroom equipment, computer systems, and interactive video devices were impressive. Also, the support services, such as notetakers and interpreters, were excellent."

The group left NTID with a wealth of information and ideas to begin to establish their own postsecondary education program for students who are deaf.

"When we begin to build our institution, we will use the valuable experience that we gained during our visit to NTID," Abramov says.

Such direct experience is what keeps visitors knocking at NTID's door. ■



Home is where the community is Stockertown, Pennsylvania, resident Mark Marakovits plans to leave his hometown once permanent employment takes him to a community with a larger deaf population.

Any City, USA

Graduates seek deaf culture in their communities

by Deborah R. Waltzer

"I loved being at NTID because I was almost never lonely. Moving down here has been quite a change for me."

Adjusting to life after college is challenging for most recent graduates. For some deaf RIT alumni, that adjustment perhaps is more difficult still.

Accustomed to a collegiate environment that supports a range of communication modes—and provides sign language interpreters, tutors, and notetakers for students enrolled in RIT colleges other than NTID as well as programs that explore deaf culture and heritage—some deaf RIT graduates, particularly those who scatter to communities inhabited by few other deaf residents, experience feelings of isolation.

Having returned to her hometown of Marietta, Georgia, a community of approximately 44,000 residents on the outskirts of Atlanta, 1989 graduate Kimberly Kirkpatrick frequently feels such loneliness—but not just because of her deafness.

"Many of my hearing Marietta classmates didn't go on to college, but got married and started their families instead," explains the 25-year-old, who earned a bachelor of fine arts degree in graphic design and then completed another year of study of advanced commercial photography at RIT.

"Sometimes it's hard for me to fit in with some of my old friends because, unlike them, I've graduated from college and lived away from home," says Kirkpatrick. "Since we don't have the same adult experiences, it's difficult to find common interests to discuss."

While working as a free-lance assistant to the chief product photographer in Rich's Department Store in downtown Atlanta as well as interviewing for full-time graphic design employment, Kirkpatrick also has felt isolated not only from other college

graduates, but from deaf peers and deaf culture as well.

She has encountered some particularly uncomfortable situations related to her deafness while job hunting in an area somewhat short on deaf cultural awareness.

One disturbing experience occurred when she applied for a clothing store stockroom position to supplement her income when her work schedule at Rich's was temporarily reduced. Much to her dismay, the store manager, alluding to Kirkpatrick's deafness, expressed concern that she wouldn't be able to hear falling boxes.

"I felt that the manager's comment was a gross overreaction," says Kirkpatrick, "and indicative of her lack of understanding about deafness."

Concerned that other prospective supervisors might be biased against her deafness, Kirkpatrick employs some defensive strategies.

"I don't feel that I can afford to make a big issue about my deafness," she says. "When employers call, and my parents answer the telephone, they explain that I am not home and offer to take a message or schedule an interview for me."

"Also, I never request an interpreter because I can handle the interview on my own," Kirkpatrick continues. "I feel it's better to meet prospective employers face-to-face before they have a chance to judge me based on their biases about deafness."

In search of contact with deaf culture, Kirkpatrick began teaching a sign language class to a group of hearing individuals with intermediate skills. Most of her students had learned sign language from textbooks, so they were thrilled to encounter a deaf teacher eager to share her cultural and linguistic knowledge.

The relationship between Kirkpatrick

and her students has grown further still. Many of them interpret mass during monthly services for deaf parishioners at a local church, and Kirkpatrick helps to recruit deaf congregants. She is delighted to be involved with sign language again.

"Communicating in sign language is a nice break for me, especially since I constantly read lips, which can be frustrating at times," she says. "I find it very relaxing to be able to communicate in sign language."

Still, Kirkpatrick wishes she had more contact with deaf people. "I really miss being around other deaf people," she muses. "I loved being at NTID because I was almost never lonely. Moving down here has been quite a change for me."

Roughly 900 miles north of Marietta, in Poughkeepsie, New York, a city of approximately 30,000 residents, 1981 graduate Debbe Hagner also struggles to create a community with others who are somewhat unfamiliar with deaf culture.

Employed by IBM as a computer operator specialist, Hagner, who received a bachelor's degree in computer science, is the only deaf person who works during the third shift, from 11:30 p.m. to 8 a.m. The 33-year-old is unable to socialize with the approximately 30 deaf employees who work during the first shift because she sleeps during most of those hours.

But working late at night isn't all bad, reports Hagner, because she has some daylight and early evening hours to run errands and take graduate courses in information systems at nearby Marist College. However, she does miss opportunities to connect with other deaf people, as she did during her first 10 years of employment with IBM in Endicott, New York.

"I feel bad because I enjoy being with



Learning something new every week On Thursday nights, Kimberly Kirkpatrick, second from left, teaches sign language to a class of eager hearing students.

deaf friends. I need them to give me balance in my life," she says. "I spend all week with hearing people, and it would be nice to spend my free time with deaf people."

Although somewhat isolated from an active deaf community, Hagner, like Kirkpatrick, has taken steps to initiate such contact.

She bowls Wednesday evenings with other deaf IBM employees; visits and hosts fellow deaf RIT graduates who live in New York City, New Jersey, and Pennsylvania; teaches sign language to hearing co-workers; and, as a member of the Oral Hearing Impaired Section of the Alexander Graham Bell Association for the Deaf, is trying to establish regional meetings for the organization.

Unlike Hagner, who has no relatives in her new community, 1991 graduate Mark Marakovits lives with his parents in Stockertown, Pennsylvania. Although happy to be with

loved ones, Marakovits hopes that, due to his hometown's tiny deaf population, Stockertown won't be home for long.

Having returned to his birthplace of 600 residents in eastern Pennsylvania while searching for permanent employment elsewhere, Marakovits, who received a bachelor's degree in information systems, says he has only one or two deaf friends there.

"Most of my high school friends have either moved away or are married and busy with their own lives," he says.

Marakovits, 27, hasn't joined a deaf club in nearby Allentown because he hopes a professional position soon will take him to a major city with a sizable deaf population.

Although somewhat lonely during this transitional period of his life, Marakovits keeps busy by weightlifting and playing basketball at the local YMCA as well as working part time for a restaurant chain.

Almost 850 miles west of Stockertown, in La Grange, Illinois, a village of 15,000 inhabitants, resides 1983 graduate Mark Pryor.

The 32-year-old, who received a bachelor of fine arts degree in graphic design and works as a graphic artist for Tellabs, a Lisle, Illinois, company that manufactures voice and data communications equipment, sometimes experiences communication frustrations while working with hearing colleagues.

During meetings, Pryor at times misses entire discussion topics because two hearing people's comments overlap.

"Unlike at NTID, there are no interpreters or notetakers on the job," he says. "I sometimes have to stop the meeting or ask for clarification afterward. I just have to do the best I can to understand what is being discussed."

While fraternizing with hearing co-workers during the week, Pryor and his

"I spend all week with hearing people, and it would be nice to spend my free time with deaf people."

wife, Kathy, who also is deaf and works for CNA Insurance, reserve weekends for activities with deaf friends from nearby Chicago.

Like Pryor, 1991 graduate Rita Straubhaar is trying to merge deaf and hearing worlds.

Straubhaar is working to make her new community of Burlington, Vermont—a city of some 40,000 residents—a comfortable home.

Straubhaar, who earned a bachelor's degree in biomedical photographic communications, received recognition in her senior year as a member of the 1991 All-USA College Academic Third Team sponsored by *USA Today*. She accepted a position last November as a medical photographer for the University of Vermont.

As a newcomer to town, Straubhaar says, "For the most part, I am alone because I haven't gotten involved with the deaf community yet. I am told that the deaf population here is fairly small—70 adults and 150 children—but they seem supportive of one another. People are willing to drive to Burlington from two hours away to attend deaf club meetings."

While exploring her new surroundings, Straubhaar has pleasantly encountered several hearing residents who know some sign language.

"It's just incredible," she exclaims.

"I'll go into a store and ask either for directions or a particular product, and they'll fingerspell or roughly sign back to me. Even my scuba diving teacher knows enough signs to be able to communicate with me underwater. And I rarely get stopped when I take my hearing dog into places with me.

"I think the deaf awareness in Burlington is due to community sign language classes," she continues. "People seem to be willing to take risks and try to sign what they can, even if they don't know a lot of words. It's really a flattering experience for me."

But all is not rosy for deaf people in Burlington, according to Straubhaar. Some hearing residents ask Straubhaar irrelevant, personal questions about her deafness. Also, arranging for interpreting services can take up to two months. However, for the most part, Straubhaar feels welcomed.

"Overall, Burlington residents are curious and open," she says. "The community here is very warm, not at all cool or aloof."

From Burlington to Marietta, each of these alumni has experienced some isolation since saying farewell to RIT's cocoon-like atmosphere. But perhaps Kirkpatrick best expresses the graduates' willingness to adapt.

"I was so wrapped up in life at RIT," she says. "It was almost as though I was enclosed in an eggshell, and I broke it and stepped out into the world. At first I wanted desperately to sneak right back into that shell, but I knew that I would never expand my knowledge or life if I did." ■



Signing beneath the surface David Andrews, left, uses sign language to instruct Rita Straubhaar in scuba diving.

A view from within

by Susan Cergol

What do aerobics, national politics, and the environment have to do with deaf culture?

Plenty, says Mindy Hopper, cross-cultural educator in the student life department. As coordinator of NTID's Deaf Culture Speaker Series, Hopper regularly brings such topics to campus through lively panel discussions and presentations offered by deaf people.

"The program promotes deaf culture by giving students powerful deaf role models," explains Hopper. "This is important because a good number of students come to NTID from mainstream educational settings and have had little or no exposure to deaf role models."

The series, generally held every other Wednesday afternoon in the Mark Ellingson Hall lounge, features presentations on a range of topics, including those directly associated with deaf culture—such as the importance of television captioning—as well as broader issues presented from a deaf perspective.

Presenters include deaf faculty and staff members as well as local community representatives and, occasionally, well-known personalities.

Hopper reports that the best-attended presentation since she's been series coordinator was that by the late Sam

Edwards, a deaf actor and poet from New York City, who spoke to students in January 1991 about his experiences as an AIDS patient. John Maucere, *Playgirl* magazine's first deaf model, also attracted a crowd when he presented "Deaf Culture Explodes in the Entertainment Industry" in May 1991.

Another particularly successful program, held earlier this year, featured Gallaudet University's well-known aerobics instructor, Gina Oliva, who demonstrated her method of using visual cues to teach exercise classes to deaf people.

"Five students came up to

me after that presentation and said they wanted to become aerobics instructors," recalls Hopper. "By seeing Gina do it, they realized that they could, too."

One of those students was Mark Loucka, who graduated in May with a diploma in printing production technology.

"Gina's presentation fascinated and inspired me," he says. "I thought, 'Why couldn't I do that?' It impressed me that she is deaf. Deaf people like to see role models."

Hopper believes that Deaf Culture Speaker Series presenters also have something to

say to hearing people who want to learn more about deaf culture and sign language. Although programs are presented in sign language, all are voice interpreted and thus accessible to RIT community members with varying sign skills.

Students training to become professional interpreters are among those hearing people who benefit from the series, according to Marilyn Mitchell, assistant professor in the Center for Sign Language and Interpreting Education.

"The series is a wonderful learning opportunity for interpreting students," she says. "There's nothing better than total immersion to learn a language and culture, and this is one way that NTID provides such an experience."

The Deaf Culture Speaker Series was initiated in 1982 by former NTID faculty member Thomas Holcomb. When Hopper assumed the role of coordinator in 1986, she enhanced the series by including panel discussions and varying the format a bit, though she notes, "The series is so popular with students that I didn't want to change it too much."

"Through the Deaf Culture Speaker Series," she adds, "deaf students learn that they can pursue dreams of their own and that nothing is impossible." ■



A friend at the top Gary Malkowski, Canada's parliamentarian assistant and native American Sign Language user, was a guest of the Deaf Culture Speaker Series in April.

'Killer' on the court

by Pamela Seabon

Like a sledgehammer on concrete, Kristine "Killer" Gray pounds a volleyball on the court.

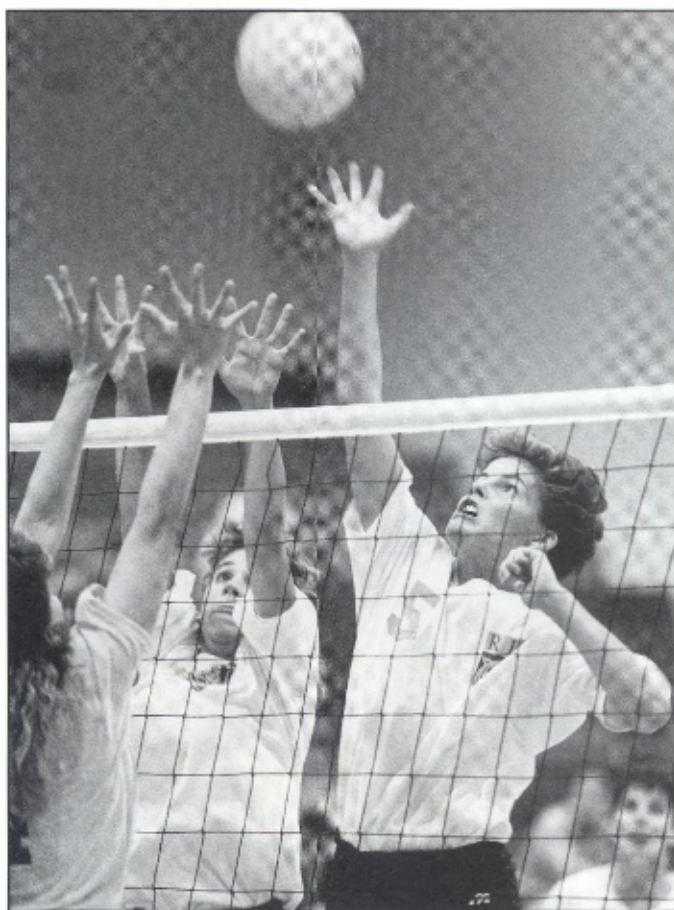
Thanks to Gray's talent and the unyielding efforts of her 13 teammates, RIT's women's volleyball team added another notch to the Institute's athletic belt last season. Of 47 matches, the team walked away victorious 44 times, becoming the New York State Women's Collegiate Athletic Association (NYSWCAA) champions as well as—for the fourth consecutive year—the Empire Athletic Association (EAA) champs.

Nicknamed "Killer" because of her blistering spikes, Gray, second-year applied art and computer graphics student, has played with the team for two seasons. With her unbridled energy and strength, she shines as an outside hitter, according to RIT women's volleyball coach James Lodes.

That energy has made Gray an All-Star player selected by the NYWCAA and a two-time All-American player selected by the American Volleyball Coaches Association.

"Those are two of the greatest honors a female college athlete can receive," Gray says. "Only 24 women throughout the country in RIT's division were selected both years as All-American players."

Gray unequivocally is one of



the best players in National Collegiate Athletic Association (NCAA) Division III. She ranks among the top 25 of approximately 2,500 college volleyball players across the country competing in the division.

Often encountering tough competition this year, the RIT team not only won the EAA and NYWCAA titles, but also made its fourth consecutive appearance in the NCAA Division III playoffs.

"All positions on the team are equally important," says Lodes, who began as volleyball coach last season. "We had a fantastic year, winning every tournament, thanks to the energy and enthusiasm of all the team members."

"It's great to have such talented teammates and to be a part of such a successful team," says Gray.

One of three deaf players on the team, Gray speechreads well, but prefers to communicate using sign language. Four of her 11 hearing teammates know sign, and Lodes is taking sign language classes. The team also has interpreters for most practices and tournaments.

One thing is certain: The 5-foot-7-inch Grand Rapids, Michigan, native has no problem getting her message across to opponents. Gray plays 90 percent of each game and averages a .285 hitting percentage.

As they enter the upcoming season, her teammates and coach will begin to expect a little more from the dedicated and reliable Gray. That suits Gray just fine, as she prepares for a year filled with greater leadership responsibility as a veteran player.

"Volleyball is my favorite sport," says Gray, who also plays softball. "I love competition and being part of a team that gives its all." ■

JORGE SAMPER

by Kathleen S. Smith

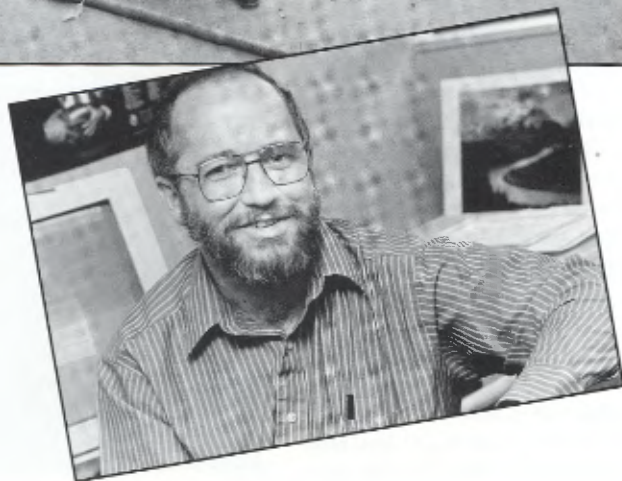
Jorge Samper has a reputation for being generous, hardworking, proud, devoted—and addicted to Ben & Jerry's chocolate ice cream. He also has the distinction of being NTID's only employee from Colombia, South America.

While his heart may remain in Colombia, his creativity thrives in NTID's instructional design and evaluation (ID&E) department.

Samper, 43, coordinates the production of between 600-700 instructional projects used annually by faculty and staff members. He also manages the IDEA Room, NTID's do-it-yourself media production facility. Visitors to the room create their own projects, often relying on Samper's experienced hands to guide them through a maze of graphic design options.

"Jorge is a very giving man," says ID&E typographer Sarah Perkins. "He's always helping people, and he often works late if a job's not done at the end of the day."

Samper's intense work ethic was nurtured by his parents, of whom he is immensely proud. His father, Rafael, is a general surgeon in Santa Fe de Bogotá (formerly called Bogotá), his hometown; his mother, Charlotte, is dean of foreign students at the Universidad de los Andes. Half of Samper's 10



Eclectic environments Top, Jorge Samper in a South American jungle village with his son Miguel, and bottom, in his office at NTID.

siblings live in various places around the United States; the balance live close to the family homestead.

Samper and his wife, Olga, who also hails from Santa Fe de Bogotá, have two sons: Nicolás, 17; and Miguel, 10. Although he has lived in the United States for more than two decades, Samper admits that love of his native country—and his family—inspires him to return to Colombia “at least once every couple of years.”

Four years ago, such a visit was a weeklong family celebration that attracted 47 relatives.

“It was the first time in 25 years that our entire family was together,” Samper says proudly. “We planned the reunion via one long-distance telephone call—everyone who lives in the States met in Washington, D.C., and those in Colombia gathered at one place.”

Last summer, Samper returned to Colombia again, this time with his son Miguel. They spent two months traveling together through South America, boating up the Amazon, visiting a primitive jungle village, and watching a “spectacular” solar eclipse.

“Having him with me to experience those things was incredible,” Samper says. “We had a great time together.”

Leaving Colombia always is difficult for Samper, as was his 1970 departure for college in the United States. After a short stint studying biology at the Universidad de los Andes, Samper transferred to a junior college in Florida because his father believed that he could get a better education in the States.

“I was reluctant to come,” Samper admits, “but I adjusted. I began in pre-med but switched to liberal arts.”

Leaving Colombia meant leaving Olga, whom Samper

had been dating for three years. When he flew home on a school break, he proposed; they were married in 1971.

After he received his associate degree from Florida State University, he and Olga moved to Rochester so that he could pursue a bachelor's degree in photography at RIT. He stayed to earn his master's degree in

instructional technology and began working at NTID as an intern in 1976. He was hired as a permanent staff member soon afterward.

A few years later, ID&E purchased several computers capable of designing intricate, colorful graphics. Because Samper had the time, talent, and inclination to thoroughly

Favorite vacation destination: Colombia. Is there any other place?

Person who has influenced me the most: It's not one, but two, excellent role models and wonderful people—my parents.

Favorite holiday: *Navidad* (Christmas) in Colombia. I especially enjoy the creation of the *pesebres* (nativity scene) and the gathering of family and friends for the nine evenings before Christmas to share in prayer, music, food, fireworks, and *tertulias* (long conversations).

Person I'd most like to meet: Albert Schweitzer. He was a great humanitarian. Everything about his life is fascinating, and I have dreamed of one day emulating him.

One thing people don't know about me: If I told you, everyone would know.

Message to my children: Don't say, “I can't.” Try everything more than once and never give up at the first obstacle.

My greatest accomplishment: At NTID, my role before and during the 1990 International Congress on Education of the Deaf. Also, raising two fine boys, Nicolás and Miguel.

learn the computer's capabilities, he quickly became an expert.

“Jorge is the epitome of a service-oriented employee,” says Dr. Ann Areson, ID&E manager. “He spends a lot of time keeping up to date with technology, and he has a natural curiosity and interest in people.”

It is his way with people that has served Samper well as manager of student workers in the department.

Graphic design student Sandra Phillips calls Samper her “father away from home.”

“If I have too much work or don't feel well, Jorge understands,” she says. “Working for him is the best thing that's happened to me at RIT.”

Fellow graphic design student Jason Berry adds, “Jorge teases a lot, but he also has a serious side. He expects me to work hard, so I do because I don't want to let him down.”

Samper demonstrated his own hardworking skills during the International Congress on Education of the Deaf, a five-day convention hosted by NTID that was held in Rochester two years ago.

In addition to designing all the signs and banners used during the Congress, Samper's bilingual talents were tapped as he gave directions, offered restaurant suggestions, and interpreted for hundreds of Spanish-speaking conventioners.

“I loved that time,” reflects Samper wistfully. “I felt completely free to be myself.”

Asked to explain his longevity at the Institute, Samper says, “I obviously must enjoy what I'm doing, or I wouldn't still be here. I work with a great group of people, and I truly enjoy the place.” ■

The changing face of education

Reviewed by Dr. David S. Martin

Deaf Students in Postsecondary Education

Dr. Susan Foster and
Dr. Gerard Walter, editors

Routledge, New York and
London, 1992

The new volume *Deaf Students in Postsecondary Education*, edited by Dr. Susan Foster and Dr. Gerard Walter [research associate and director, respectively, in NTID's Center for Postsecondary Career Studies in Deafness], is a useful analytical guide for understanding and applying important ideas in postsecondary education to the needs of deaf learners.

Co-authored by an impressive array of educators, researchers, and experienced administrators, this book should enable educators in any postsecondary institution to fully grasp important principles and, at the same time, learn some significant facts about deafness and the needs of deaf students.

Readers will develop a better understanding of the social and educational contexts within which so many important changes have occurred for deaf education in recent years.

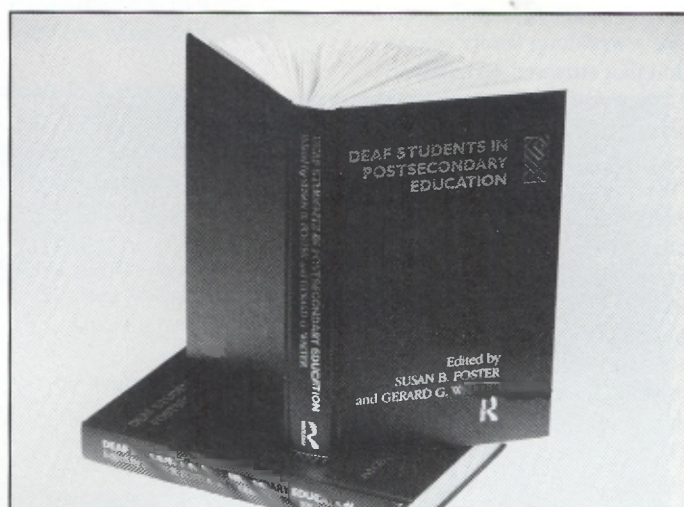
Several characteristics make this book especially recommendable. It has a rich variety of authors and co-authors, all of whom have excellent credentials

on the basis of experience and recent work in research. To provide a balanced point of view, both deaf and hearing people have contributed. Although additional deaf authors would have strengthened this balance, the book's message appears to provide a deaf as well as hearing perspective.

The "Personal Commentary" feature at the end of each chapter—a true-life anecdote by a deaf adult reflecting upon her or his experience in postsecondary education—provides insight into how postsecondary education impacts upon deaf people and gives readers pause to think carefully about results of institutional policy decisions.

Written mainly by educators who are associated with NTID, the volume builds upon experiences at RIT, which has had great success in educating significant numbers of deaf students at an institution of higher education that was designed for hearing students. Undoubtedly, there are other potential authors who have had similar experiences at other institutions; this fact, however, does not detract from the valuable and insightful information provided.

Divided into three parts, the book starts with a segment on important factual information, including demographics of postsecondary programs for deaf students, encompassing the changing population, character-



istics of programs, and persistence versus attrition—all with useful introductions as to how the information may be applied.

Part two analyzes the environment of postsecondary programs, with a penetrating view of deaf learners as individuals, resources for students in the mainstream classroom, a discussion of interaction between deaf and hearing students on campus, an examination of student development, and political activism in the postsecondary context for deaf students.

Part three examines outcomes of postsecondary education programs, with a focus on the effects of postsecondary education on employment and earning power, as well as accommodations needed for deaf people in the workplace.

In sum, this volume provides a strong contribution to

the literature on postsecondary education for special-needs learners and should become a living document in the field—a field that clearly still is evolving. I urge educators at institutions that either now have or are planning educational programs at the postsecondary level for deaf students to carefully read this volume and also participate in developing a still wider set of analyses.

David S. Martin is professor and dean of the School of Education and Human Services at Gallaudet University in Washington, D.C. He has conducted research on thinking skills in deaf adolescents and co-chairs the National Task Force on Equity in Testing Deaf Professionals. ■



In the throes of love...and death Students David Drum and Brenda Lee played the lead roles in the RIT Dance Company's spring performance of *Romeo and Juliet*. Directed and choreographed by Michael Thomas, visiting assistant professor in NTID's performing arts department, the classic love story was told in a Japanese style of drama similar to Kabuki.

Photography by Michael Spencer



Rochester Institute of Technology

National Technical Institute for the Deaf
Lyndon Baines Johnson Building
Post Office Box 9887
Rochester, NY 14623-0887

ADDRESS CORRECTION REQUESTED



A whale of a fish story, p. 6

Courtesy of Dean Schlehofer



A. Sue Weiser

A separate peace? p. 11



A. Vincent Scarano

Treasure trove of talent, p. 8