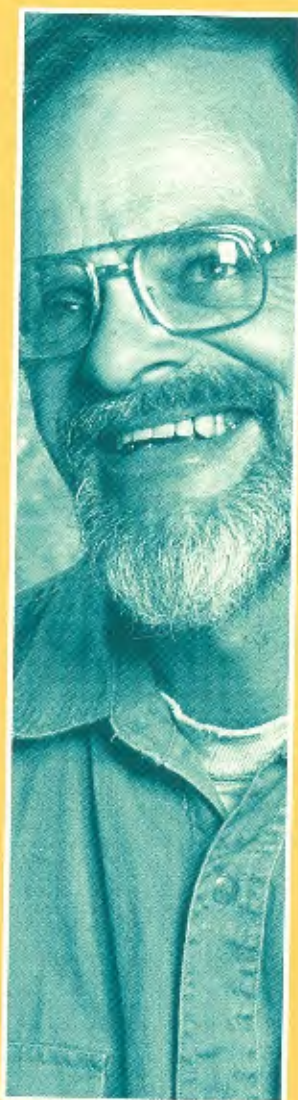


SUMMER 1993

FOCUS

NTID

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





Banner bearer Ken

Hoffmann, chairperson of the printing production technology department, proudly carries the newly designed NTID banner during the April inauguration ceremony of RIT President Albert Simone. The banner design is a representation of the "Zollo Cube," the sculpture created by artist Carl Zollo located at the front entrance of NTID's Lynden Baires Johnson Building.

S U M M E R 1 9 9 3

FOCUS

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



ABOUT THE COVER

In the color-enhanced black-and-white photographs on our cover are four of the 13,000 students who are part of the fabric of life at RIT. From left are Sherri Corcoran, student employee in President Albert Simone's office; Jim Canning, an "older, wiser learner"; Amira Gumby, a swimmer who holds RIT's all-time scoring record; and Carla Hernández, a hearing student who is the best friend of a deaf student. You'll read about these students, and others, throughout this student-centered issue.

Cover photography by
A. Sue Weisler.

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FOCUS

NTID

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

Director

Marcia B. Dugan

Editor

Lynne Bohlman DeWilde

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, 8–12, 14–20, 22 (left), 24, 25, 27, 30

Michael Spencer—p. 4

Illustration by Lynn Campbell—p. 5

Kathryn Schmitz—pp. 5–7

Courtesy of Carla Hernández—pp. 22 (right), 23

RIT Athletics—p. 26

Omnipop, Inc. Talent Agency—p. 28

Hon Siu—p. 29

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

FROM THE DIRECTOR'S DESK

NTID was built upon the strength and promise of technology.

Indeed, the impetus in the mid-1960s to create a national technical institute for the deaf was founded in the growing awareness that technology, and its mushrooming applications, was creating a deeper chasm between deaf and hearing job-seekers. Most young deaf adults, whose prospects traditionally were limited to unskilled or semiskilled jobs, faced the additional challenge of preparing themselves for this new era of technology.

NTID was created to bridge that chasm.

For the past 25 years, NTID has provided deaf students with both the technological and social skills they need to succeed in careers in fields such as applied art and computer graphics, applied computer technology, electronic publishing and imaging, and electromechanical technology.

The experiment in providing a technical education to deaf students has proved itself successful. Today, however, the Institute faces a new challenge—that of keeping pace with rapidly changing technology.

“Yesterday and Tomorrow: The State of NTID’s Technology,” which begins on page 12, takes a critical look at the condition of the Institute’s educational technical equipment. A definite highlight is the new High Technology Center for Electronic Publishing and Imaging, which contains nearly \$1 million of state-of-the-art equipment donated by more than 70 manufacturers and vendors. In sharp contrast, however, is the weary state of

other Institute technical equipment, particularly that used by faculty members.

Twenty-five years after NTID’s fledgling programs began, the journey toward tomorrow’s technology has changed significantly. The time required to create, market, and master new technological concepts and equipment has decreased dramatically while the inventions and innovations in fields such as desktop publishing and computer-aided instruction have flourished.

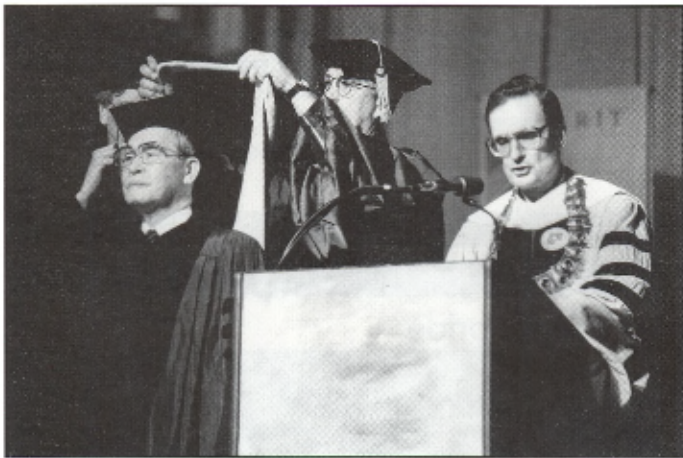
To say that it’s difficult to keep up technologically is an understatement. As Michael Kleper, printing production technology professor and author of several books on the computer industry, notes in the article (“NTID’s Best-Seller List”) that begins on page 16, “[Keeping up with the fast-paced computer industry] is like keeping your children in shoes. You turn around, and they’ve outgrown them.”

The Institute is not without strategies for addressing this serious challenge. In partnership with industry, whose needs NTID programs always strive to meet, the Institute is undertaking measures to maintain its technological edge. With the craftsmanship and innovation that were devoted to creating the Institute’s original programs and through mutually beneficial relationships with industry, NTID’s technological future is on sure footing.

William E. Castle

Dr. William E. Castle

AROUND THE QUAD



Hood of distinction Dr. Genji Murai receives an honorary doctor of commercial science from RIT during NTID's commencement ceremony.

Commencement '93: An honorable ceremony

The more than 250 deaf students who were graduated during RIT's commencement ceremonies May 22 weren't the only ones to receive certification in recognition of their hard work.

Dr. Genji Murai, a leader in international outreach efforts that benefit deaf and hard-of-hearing children in the Asian Pacific region, received an honorary doctor of commercial science from RIT during NTID's commencement ceremony.

An economics graduate of Imperial University of Tokyo, Murai has for more than 30 years used his knowledge of business and industry to improve the quality of life for deaf and hard-of-hearing people throughout Asia.

He has served as vice chairman of Japan's Association for the Education and Welfare of the Hearing Impaired, Inc., since 1960 and as president of the Asia Interactive Association on the Hearing Impaired since its inception in 1988.

In bestowing the degree, RIT President Albert Simone said, "It is most fitting that RIT recognize Dr. Murai, a champion of access and international relationships, at a time when RIT is making its own presence felt in these areas."

Among RIT's newest deaf graduates, more than 180 received certification from NTID; approximately 75 were graduated from programs in RIT's other seven colleges.

Teaching award crowns outstanding year

This past academic year was a prosperous one for Lorna Mittelman.

Mittelman, who works jointly in the department of liberal arts support and RIT's Learning Development Center (LDC), recently was granted approval for a six-month sabbatical to write a book about tutoring concepts and practices and was promoted to associate professor. The ultimate honor, however, was her selection for RIT's Eisenhart Award for Outstanding Teaching.

"Ms. Mittelman really deserves the award," says Joanne "Kim" d'Almeida, fourth-year printing student in the College of Imaging Arts and Sciences. "She keeps me motivated about my writing and really cares about how I'm doing in my classes. Ms. Mittelman wants her students to achieve success."

Beginning her career at NTID in 1979 as an intern, Mittelman secured a position in 1980 as a language and literature specialist in the department of liberal arts support. In 1983, she moved into her current position in which she teaches writing and study skills to deaf and hearing students as well as some faculty and staff members.

"My heart is with individual instruction," says Mittelman. "I teach students how to think clearly and express their



thoughts articulately. The students are doing all the work of learning; I just get to share in the successes along the way."

Mittelman's colleague Larry Quinsland, associate professor in the office of faculty development, attests to her dedication and genuine interest in students' writing abilities.

"Lorna is able to adapt her communication and instruction style to meet the needs of individual students," says Quinsland. "She figures out the students' preference for receiving information, then works with them to transfer what they know onto paper."

An avid reader who enjoys backpacking in the mountains and gardening, Mittelman says that if she had more time, she would devote it to Habitat for Humanity and adult literacy.

"Whether paid or unpaid," says Mittelman, "I enjoy making a contribution to my community."

NEWSMAKERS

In March, 80 teachers from three North Carolina schools for deaf students attended an outreach workshop on whole language, presented by Dr. John Albertini, associate professor in the communication research department; Nora Shannon, visiting assistant professor in the English department; and Carla McCarthy, teacher at the Rochester School for the Deaf.

NTID's role as a laboratory for curricular applications of computer technology for deaf students recently was featured in an article in *UG Unigraphics Center Line* magazine. The article, titled "Unigraphics Academics," discussed the industrial drafting technology program's use of a state-of-the-art computer-aided design (CAD) product, Unigraphics II, and quoted John Amon, lecturer in the industrial drafting technology program.

Omobowale Ayorinde, assistant professor in the photo/media technologies department, recently was named a governor to the New York Foundation on the Arts. The foundation awards fellowships to artists in New York state who work in a variety of fields, including photography, filmmaking, choreography, painting, and sculpture.

The New York State Engineering Technology Association held its 30th anniversary conference at NTID April 22-23, marking the second time that the engineering technology departments of NTID have hosted the conference. Eder Benati, instructor in the industrial drafting technology department, is the association's current vice president, and Robert Moore, chairperson of the electromechanical technology department, is the immediate past president. The purpose of the organization is to share information and techniques among its 400 members and to provide technical update sessions and field trips for those who attend the conference.

The fall 1992 issue of *FOCUS* magazine, produced by the division of public affairs, won a bronze award in the external publications category from the Admissions Marketing Report.

The Many Faces of NTID, an admissions recruiting videotape produced by the departments of recruitment and admissions and instructional television and media services, was awarded the silver CINDY last fall in the category of education guidance, values, and career information. The CINDY awards are sponsored by the Association of Visual Communicators, which reviewed more than 1,700 entries from around the world in categories that include broadcast, corporate, and educational programming.

RIT president Albert J. Simone was a celebrated figure on campus this spring. On April 8, he responded to an invitation from NTID students to discuss his goals to learn American Sign Language and become familiar with Deaf culture as well as his vision for incorporating Deaf culture into campus life. Simone demonstrated his budding communication skills by speaking and signing a portion of his address, as he did again the following week during an inauguration ceremony at which he was officially installed as RIT's eighth president.

Sunshine Too, NTID's traveling theater troupe, truly is going hither and yon. This spring, the group traveled to the West Coast, Alaska, Hawaii, and Japan.

Foundations of support

Several foundations recently made grants in support of NTID projects.

- The Ralph M. Parsons Foundation has committed \$127,100 for the purchase and installation of equipment to provide campuswide computer accessibility to NTID students who live in residence halls.

- The AT&T Special Needs Center has contributed 100 telecommunication devices for the deaf (TDDs) and 100 visual alerters for use with the TDDs by NTID students during their cooperative work experiences, a gift valued at \$59,000.

- The Nancy Reagan Foundation awarded a \$41,500 grant to RIT's Substance and Alcohol Intervention Services for the Deaf (SAISD) program to produce a national directory of drug and alcohol abuse prevention and treatment programs that are accessible to deaf people as well as slides to accompany an educational manual that was made possible through a previous Nancy Reagan Foundation grant.

- The Prudential Foundation awarded \$13,400 to NTID's Center on Employment for the purchase of assistive communication devices to support students in cooperative work experiences.

'Meta' explores relationships and cultural pride

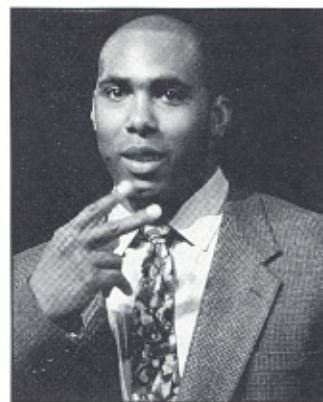
An original play written by Patricia Durr, assistant professor in NTID's human development department, and presented in April in the Robert F. Panara Theatre, explores the relationship between a deaf Holocaust survivor and a deaf African-American woman.

Meta addresses issues of womanhood, deaf pride, cultural diversity, and similarities in the common struggle for survival of oppressed groups.

Co-produced by NTID's performing arts department and LIGHTS ON! Deaf Theatre, a Rochester community theater group, the play was directed by Dennis Webster, teacher/artist at NTID and member of LIGHTS ON! Deaf Theatre.

Durr, a LIGHTS ON! founder, wrote the play after meeting a deaf Holocaust survivor in New York City several years ago. The survivor's experience and current events, such as claims that the Holocaust is a hoax, the rise

of neo-Nazi activities, and genocide in Iraq and what was formerly Yugoslavia, inspired Durr to preserve the history of the Holocaust and emphasize its application to current racial tensions through the medium of theater.



Speaking un-defensive-ly Kenny Walker talked with NTID students in April about his experiences as a deaf defensive lineman for the Denver Broncos in the National Football League.

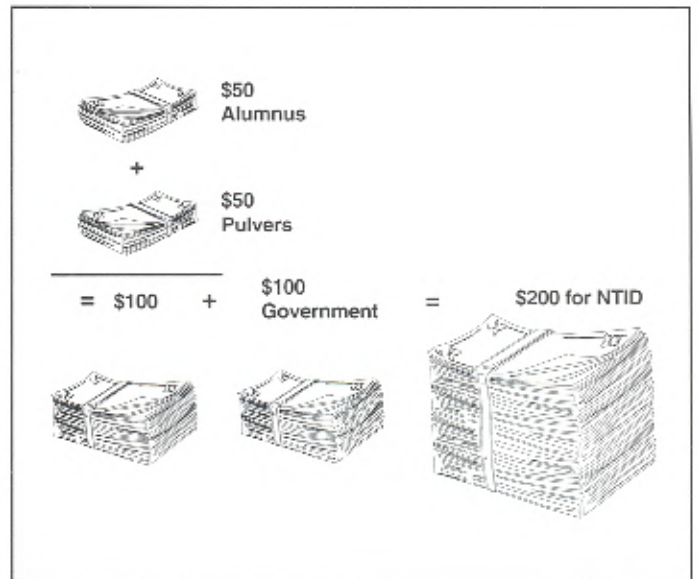
Alumni + Alma mater = A great partnership

Jane Pulver, trustee of RIT and member of both the National Advisory Group and The NTID Foundation board of directors, and her husband, Donald, have offered a generous challenge to alumni in celebration of NTID's 25th anniversary. The Pulver family will match, dollar for dollar, all contributions to the Institute's endowment made by NTID alumni between July 1, 1993 and June 30, 1994.

Because of the special matching gift opportunity NTID has in place with the federal government, each gift from NTID graduates in support of the endowment will be matched

twice, once by the Pulvers and once again by the federal government. This represents a special opportunity for graduates to increase the influence of their giving. A gift of \$50 to the endowment from a graduate, for example, will be matched by \$50 from the Pulvers, and the \$100 sum will be matched by another \$100 from the federal government, bringing to NTID a total of \$200.

NTID graduates will be contacted in the fall and provided the opportunity to demonstrate their support for the Institute in its 25th year of educating students who are deaf.



Strike! NTID faculty and staff members enjoyed an afternoon of bowling competition and camaraderie with students in March during NTID's fifth annual student/faculty/staff bowling tournament.

Students learn about being deaf and gay

"Deaf Gay and Lesbian Conference," a week-long series of activities sponsored by NTID's department of human development, liberal arts support department, and RIT's department of residence life, was presented on campus last January.

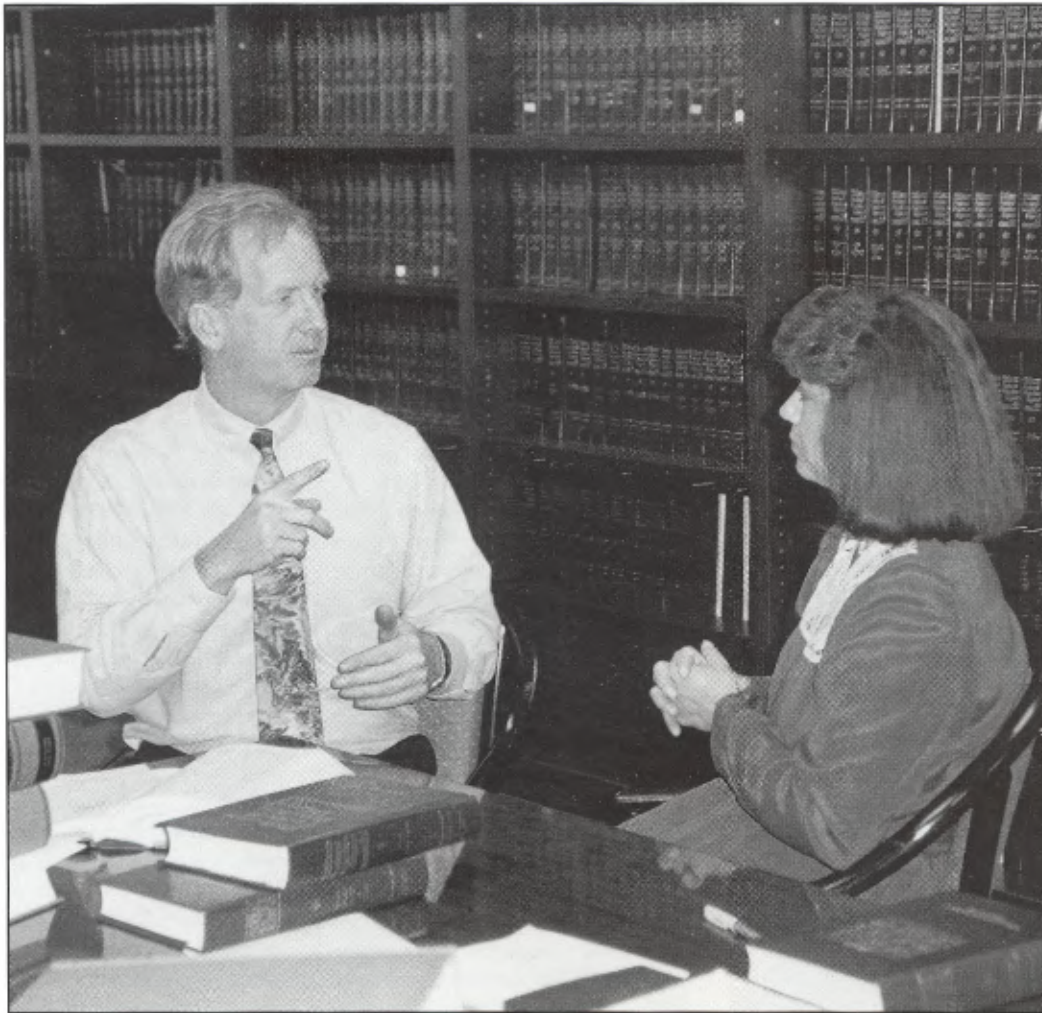
Philip Rubin, former director of the Deaf Gay and Lesbian Center in San Francisco and Mr. Deaf International Leather, made several presentations and led workshops. Topics included "Deaf and Gay Cultures... Supported or Oppressed?," "Why...Gay?," "Coming Out: Gay and Lesbian Empowerment," "Deaf Gays and Lesbians: Discrimination, Empowerment, and Political Action," and "Sensitivity in the Workplace."

"Gay and Lesbian Cultures: Personal Stories," a panel discussion that included Rubin, faculty and staff members, and a student, profoundly affected Tracey Washington, second-year criminal justice student.

"All the people on the panel really touched me," says Washington. "I saw that they were opening themselves up and showing their true identities. I realized from listening to the panelists that it's important to be yourself, that you don't need to follow others. I know many people who are closed-minded, and I wish they had come to see the panel and learn more about the gay/lesbian culture." ■

A legal Mather

by Kathryn Schmitz



ADA advocates U.S. Department of Justice attorney Robert Mather meets with interpreter Anita Frelch in the law library.

Any podium that Robert Mather stands on during his presentations about legal applications of the Americans with Disabilities Act (ADA) becomes part of the repertoire of accommodations that benefit Mather as well as his audiences.

Mather, who received a bachelor's degree in social work from RIT in 1974, often uses that instrument to illustrate his point that accommodations help all people—not just people with disabilities.

"I tell my audiences that I'm standing on the podium so they can see me easily," explains Mather, civil rights attorney in Washington, D.C., since 1984. "That's an accommodation. It's something that helps everyone have an equal chance to participate."

Similarly, he adds, interpreters serve everyone.

"Interpreters have been viewed as being for deaf people. In fact, they're for all people. They work to help both deaf and hearing people communicate with one another."

Working in a government office that coordinates the enforcement of civil rights laws that prohibit discrimination on the basis of race, color, national origin, sex, disability, and religion,

Mather, an attorney in the coordination and review section of the U.S. Department of Justice's Civil Rights Division, investigates complaints filed against state and local governments and 911 emergency telephone services.

As part of his job, he makes presentations about the ADA to deaf and hearing audiences. Mather also was a member of the legal team that developed regulations for Titles II and III of the ADA.

Title II prohibits discrimination on the basis of disability by public entities, including state and local governments.

Title III prohibits discrimination on the basis of disability by private entities in places of public accommodation, such as lodging facilities, restaurants, and recreation facilities. It also requires that all new places of public accommodation and public facilities be designed

and constructed for access by disabled people and that examinations and courses related to licensing or certification for professional and trade purposes be accessible to people with disabilities.

Mather's current work is an extension of his past legal experience, which includes positions as staff counsel of the U.S. Commission on Education of the Deaf, deputy general counsel of the U.S. Architectural and Transportation Barriers Compliance Board, and VISTA (Volunteers in Service to America) attorney at the National Center for Law and the Deaf.

In those positions, Mather, who earned his Juris Doctor from DePaul University School of Law in 1977, was instrumental in assuring equal accessibility for all citizens.

"I see law as an important tool in social change that fits

with my social work background," he says. "Law is a useful tool for dealing with attitudinal barriers."

Mather breaks down such "attitudinal barriers" not only through his work at resolving legal complaints and his presentations, but also by simply being himself, a lawyer who happens to be deaf and who works with an interpreter, demonstrating the ADA in action.

"Bob is in a unique role where he not only brings the Department of Justice's message to the community," says Anita Frelich, full-time interpreter in the coordination and review section who travels with Mather, "but also puts its requirements into action, giving credence to the 'preaching' and actually practicing it.

"He is a wonderful role model for deaf attendees, especially kids. He also shows hearing participants that it's possible

to have a better than workable arrangement to ensure that their employees have either equal access or appropriate accommodations," she adds.

Tamara Wharton, ADA ombudsman for the Utah Governor's Council, coordinated Mather and Frelich's trip last fall to Salt Lake City, where they presented to several audiences that included deaf citizens, members of the local business community, and representatives from state and local government offices.

"During each presentation, Bob provided top-notch information and was responsive to the questions of each participant," says Wharton. "I know that our state's understanding of the law was raised several levels through Bob's tireless efforts. Many people in our deaf community who attended the presentations have experienced new empowerment, and all of us are seeing changes through that new awareness in our communities.

"He inspired people to take to heart the spirit of the law."

Mather insists that individuals with disabilities must have equal opportunity to participate in various activities, programs, and services.

"We don't have to beg for special accommodations," he says. "We are first-class citizens; we are Americans who happen to have a disability.

"My attitude is consistent with the spirit of the ADA." ■

Readers who would like more information about the ADA may call the Civil Rights Division of the U.S. Department of Justice at (202) 514-0301 (voice) or (202) 514-0383 (TDD) to request copies of regulations, technical assistance manuals, and complaint forms.



All in the family Mather escapes from the hurly-burly of Washington, D.C., bureaucracy to spend private time at home with 16-year-old daughter, Roberta; wife, Sue; and 12-year-old son, Sam.

Sherri Corcoran

by Kathleen S. Smith

The changes that have taken place in the White House this year seem tame compared to the whirlwind of activity that has surrounded RIT since President Albert Simone arrived last September.

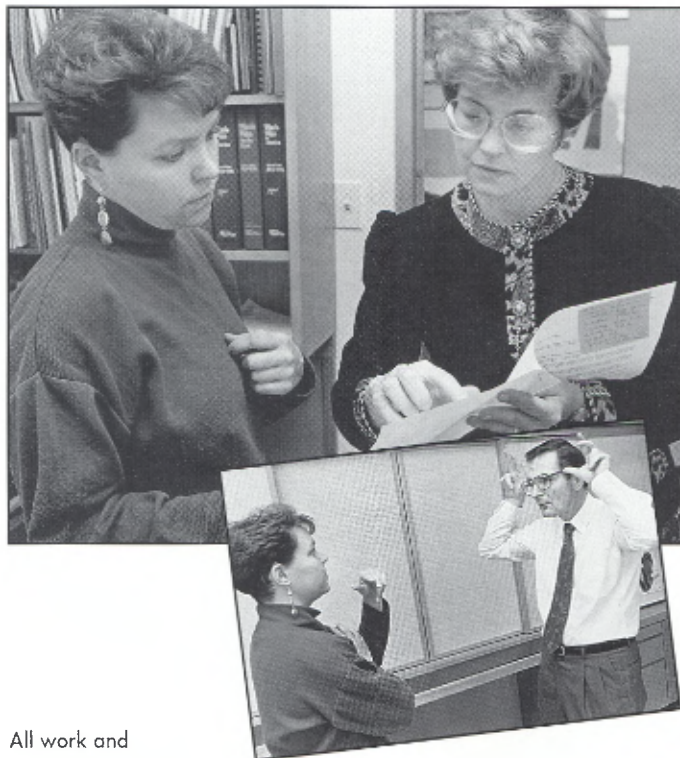
Upon his arrival in RIT's presidential office, Simone quickly set to work organizing his surroundings and staff to match his notoriously energetic work habits. And in light of his commitment to improving deaf awareness on campus, Simone hired a student employee who is deaf.

He indeed was lucky to find Sherri Corcoran, an applied accounting and office technologies student who graduated in May. Not only is Corcoran the first student—hearing or deaf—ever to work in the RIT president's office, but her energy level rivals Simone's.

Corcoran worked 11 hours a week in the president's office, kept up with a demanding course load, and worked weekends in the word processing lab of the business occupations area.

"Sherri manages her time well," says Mary Beth Parker, business occupations assistant professor. "When we learned that Dr. Simone was looking for a qualified deaf student, we thought of Sherri. She is bright, independent, and likes variety."

"I feel very honored to have been the first deaf student



All work and no play . . . Sherri

Corcoran reviews paperwork with secretary Martha Smith and "horses" around with RIT President Albert Simone.

to work in the president's office," Corcoran says. "I'm a real people person, and I liked the pace there."

"Things can get very hectic here," concurs Catherine Whittemore, assistant to the president. "But that never was a problem for Sherri."

On the job, Corcoran typed correspondence, filed, delivered mail and messages around

campus, and handled "any general activity the day brought," says Whittemore.

Corcoran appreciated that Whittemore, who used to work at NTID, knows sign language and that Martha Smith and Delphine Hoak, two of the secretaries in the president's office, were taking sign language classes.

"We never had a problem

communicating," she says. "I'm patient and tried to help them with their signs."

Corcoran, says Smith, was a popular figure in the office. "People really liked to talk with her."

One of those people was Simone, who, according to Whittemore, usually sought out Corcoran after his sign language class to tell her a joke.

One tale Simone shared was about soldiers, guns, and horses, but the punch line was weakened a bit when he mistakenly signed "rabbits." Corcoran didn't mind.

Not much seems to faze this 27-year-old from Olympia, Washington, who bounced around the country for a few years after leaving Gallaudet University in 1985. She enrolled at NTID five years later.

Corcoran's success on the job encouraged Whittemore to hire another student last February.

"We've always managed our office well without student help, but Sherri made us realize what a positive impact students could have," Whittemore says. "We felt confident about hiring another student because of our experience with Sherri." ■

Never Too Old to Learn

Meet the new campus generation

by Pamela Seabon



Adapting to student life Kenneth Puckett has mastered the rigors of college life—early classes, late nights studying, and keeping up with his younger classmates.

Although she has a lot of life experience, Patricia Schneider still has a few things left to learn. A single parent, mother of three, and homemaker, Schneider—like thousands of adults across the country—recently went back to school to expand her knowledge and increase her career opportunities.

The 40-year-old second-year medical record technology student is one of nearly 180 deaf students older than 26 taking classes at RIT this year. More than 1,100 deaf students are enrolled at RIT.

“For several years now, the college has enrolled an increasing number of nontraditional students,” says Dianne Brooks, manager of NTID’s department of recruitment and admissions. “We realize that we must focus on older learners and continue to encourage their admission as well as address academic strategies that meet the special needs of the group.”

Some of those needs were identified during the videoconference *Adults as Students*, which was presented at RIT last winter. The videoconference addressed, among other issues, what

motivates adult students, how they learn and like to be taught, how they need to be counseled, and the growing and future demand for adult education.

Often single parents, and mostly women, RIT’s more mature deaf learners—known as OWLs (older, wiser learners)—return to school to become more employable and self-supporting.

“I had been a homemaker most of my adult life,” explains Schneider. “My primary focus was my children—keeping the home clean and putting warm meals on the table for them. When their father and I separated, I realized

that I had few skills that would lead to a good-paying job. That's when I decided to go back to school.

"Friends suggested I contact NTID," she says. "I was and still am impressed by the support services and variety of career options here."

Schneider admits, however, that when she entered NTID in fall 1990, she was a bit skeptical about her decision. The majority of her schoolmates were 20 years her junior, and she sometimes had trouble relating to them.

"Some students in the campus housing complex [apartments] where I live play loud music and can be rather obnoxious," says Schneider. "My two school-age hearing daughters are kept up all night with the noise."

"When I ask my neighbors to turn down their music," she says, "they think I'm being a pest and seem not to understand that the noise is disruptive."

Absent from the classroom nearly 20 years, Schneider found her first few months at NTID challenging and frustrating. Part of the frustration, she says, can be attributed to feelings of alienation.

Often the only student of her generation in class, Schneider says that she felt left out of classroom exercises and sometimes found it difficult to integrate with younger peers. The younger students seemed to know one another, worked together comfortably on projects, and interacted outside the classroom. Schneider, closer in age to her teachers than to the other students, felt that she simply did not belong.

"Most older students begin the first quarter feeling motivated and upbeat about school," says Geraldine Stanton, career development counselor in the School of Visual Communications. "But as the year goes on, they begin to feel anxious and apprehensive about being here."

"They don't feel as though they fit in,"



Building bridges Students gather to plan events and activities to promote interaction and development of friendships among NTID's older and wiser learners. From left are Paul Winfree, first-year applied computer technology student; Allanah Winfree, also a first-year applied computer technology student; and advisor Robb Adams.

says Robb Adams, career development counselor in the School of Science and Engineering Careers. "They often wonder why it seems to take them longer to catch on to classroom assignments."

Adams has a theory about that. Because NTID is a technical school that emphasizes traditional "male" skills such as math and science, he says, courses may not be taught with female students in mind. And many students don't realize that their academic concerns actually may be related to their educational backgrounds and the technical emphasis of NTID courses.

Older students also face the challenge of fitting classes into their lives as homemakers, parents, and employees.

"Some classes are held in the late afternoon when my 7- and 9-year-old daughters are home from school," Schneider says. "I can't take those classes because I have to be home with my children."

In addition, students have expressed problems with finding affordable health and child care services, transportation for those who do not drive, and financial assistance.

"It's difficult going to school full time, raising two young children, and maintaining a household on a limited income," notes Schneider, who is able to attend RIT through federally funded and other financial aid programs.

A concern of Jim Canning's, fifth-year illustration student in the College of Imaging Arts and Sciences, is transportation. He lives off campus and relies on public transportation to commute to RIT. Sometimes the bus runs late, making Canning late for classes.

"Having to rely on the city bus to get me to campus can be frustrating," says the 50-year-old Canning, who often stays on campus late to attend band practice with the NTID Combo. "I know that I can't stay too late because the bus doesn't provide 24-hour service."

After years of working with older students and finding that they shared concerns similar to Schneider's and Canning's, NTID counselors determined that these students could benefit by sharing their experiences with and supporting one another.

In October 1990, Vicki Hurwitz, developmental educational specialist in the department of human development,

organized a reception for older students. Nearly one-third of the OWLs population came to the initial meeting.

"The students and I were pleased with the turnout," says Hurwitz. "It clearly indicated that they were interested in meeting and sharing their concerns with one another."

In addition to sharing concerns, older students organize social activities that allow participants to interact with one another more frequently.

They also are interested in designating areas throughout the Institute where they can meet to study or simply relax.

Although they enjoy mingling with their younger peers—and many feel that they have responsibilities to them as role models—these non-traditional students want more opportunities to interact with others like themselves, according to 36-year-old Kenneth Puckett.

Puckett, who completed a master's

degree through the College of Continuing Education in May, worked to establish a place on campus where older students can meet. As an advisor in the residence halls, he had a place to go between classes, but he knew many OWLs who did not.

"Most of the time, they wander throughout the academic buildings until it's time for their next class," he says. "They really would like to have some area set up where they can meet and socialize."

In February, several OWLs met to identify specific events and activities—dining and traveling together as well as going fishing and bowling—that will promote interaction and bring them together as friends.

"I feel good about the group," says Gail Sager, a 50-year-old second-year business technology student. "I'm looking forward to getting to know and spending as much time with the others as possible."

With the increasing number of older students entering college today, it is in the Institute's best interest to re-evaluate its academic environment and services to fit the needs of all its students.

"I am happy with the education I'm getting here," says second-year applied computer technology student Diane Kayser, 40. "My teachers give me the extra attention that I sometimes need, and counselors are very helpful with concerns I have outside of the classroom."

"It is important for us to feel good about ourselves and have a positive outlook on our education," adds Kayser. "NTID works to make this an enriching and comfortable environment for all students." ■



Study buddies After a long day of classes, Patricia Schneider takes time to review homework with her daughters, Molly, 7, and Kelly, 9.



Yesterday and Tomorrow: The State of NTID's Technology

By Deborah K. Waltzer

The latest in technology, Dr. Sidney McQuay explains to students the use of NTID's new computer numerical control lathe, which was acquired from Hardinge Brothers, Inc. with funds made possible through a grant from The Ralph M. Parsons Foundation.

The condition of NTID's educational technical equipment could be described paradoxically as state-of-the-art and antiquated.

The good news includes the grand opening last fall of NTID's High Technology Center for Electronic Publishing and Imaging, which houses nearly \$1 million worth of state-of-the-art equipment donated by more than 70 manufacturers and vendors as well as the recent acquisition of an \$85,000 computerized lathe from Hardinge Brothers, Inc., which provides training that helps manufacturing processes technology graduates reel in multiple job offers with annual salaries as high as \$35,000.

The not-so-good news includes scratched laboratory microscopes, circa 1969; three-year-old student laboratory computers with insufficient memory capabilities to run newly released software programs; and antiquated computers sitting atop faculty members' desks that hinder their ability to develop technically advanced curricula.

Keeping current is an endless challenge for NTID—as it is for all technical institutions—and faculty members and administrators are mobilizing to protect and advance the Institute's reputation as the world's largest *technological* college for deaf students.

One objective of the Institute's strategic plan, to be implemented during the next several years, addresses this technological challenge: "NTID will be responsive to technological change by ensuring that its curriculum and services are relevant to such change by acquiring and integrating new technologies into academic and research programs...."

To this end, a new equipment

request committee will be launched in September to evaluate and prioritize long-term needs.

"Updating our technological equipment is the single most critical capital investment that needs to be made on a continual basis," says Dr. James DeCaro, NTID dean.

In February, the Institute was able to appropriate \$700,000 to purchase high-priority computer equipment. But a stack of requests for an additional \$1.5 million in classroom and laboratory equipment still covered DeCaro's desk.

Dr. Rosemary Saur, chairperson of the science and engineering support department, describes a typical scenario

"Updating our technological equipment is the single most critical capital investment that needs to be made on a continual basis."

that emphasizes technical equipment's rapid obsolescence.

"Three years ago," she says, "we received a generous grant from The Ralph M. Parsons Foundation to establish small computer labs for student use. The labs have been tremendously successful—and now are quickly becoming obsolete."

According to Michael Catillaz, director of development for The NTID Foundation, the Institute's challenge to provide its students with current technology stems from several factors.

"Simultaneously as NTID's budget dollars have been stretched for operations," he says, "equipment costs have escalated at extraordinary rates while the equipment's lifespan has declined."

The solution? Stronger partnerships between NTID and business and industry to attract equipment and cash gifts.

"It's essential that all members of the

Institute community assume responsibility for cultivating industry contacts so that we can elicit donations," says DeCaro. "Those who do so will see benefits in their labs and classrooms. Those who don't will need to compete for limited resources from our operating budget."

Asking industry contacts to donate equipment to the Institute is a new professional challenge for some faculty members, explains DeCaro.

"While our faculty members have strong ties to industry," he says, "tapping those working relationships for the purpose of eliciting equipment donations is relatively new for many of them. Some faculty members are comfortable doing so, and others are reticent. Irrespective, this is an area that we must, and will, continue to pursue with vigor."

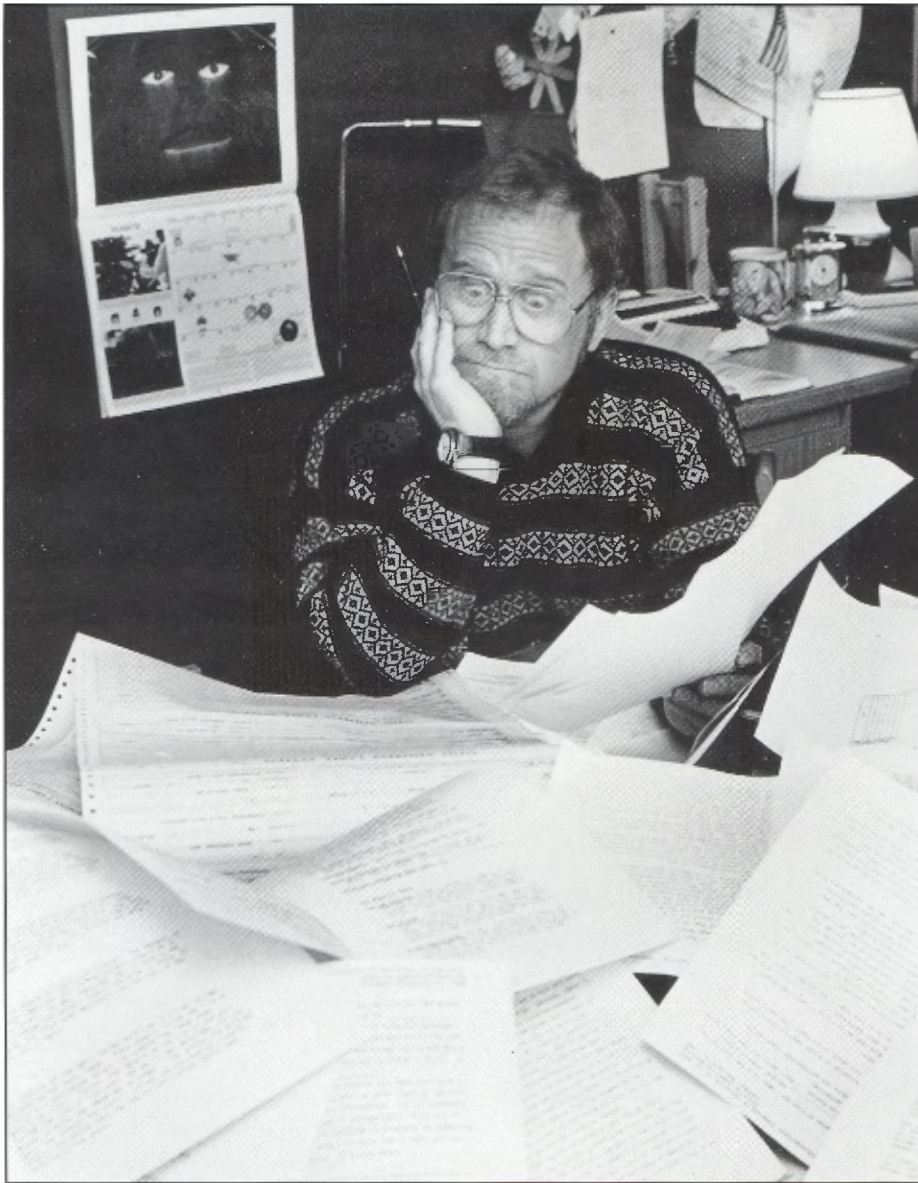
"Five years from now," adds Catillaz, "those academic programs whose faculty members have pursued industry partnerships will be among the most successful departments."

Such partnerships not only benefit NTID, he stresses, but are advantageous to donor corporations as well.

"In addition to being supportive of NTID's mission, companies are eager to make equipment contributions because they want our students to work on *their* equipment," he says. "Manufacturers realize that, once employed, our graduates have influence with their employers when it comes to equipment purchases."

Efforts to bond with industry contacts have resulted in free equipment demonstrations during class time, acquisition of equipment at reduced cost, and arrangements to obtain upgraded software.

"Tenacity is the key element," says Dr. Sidney McQuay, associate professor in the department of manufacturing



You want *how much*? Dean James DeCaro has the unenviable responsibility of weighing the Institute's equipment needs against the limited availability of funds.

processes technology, whose perseverance in developing industry contacts has yielded equipment donations as well as summer cooperative work (co-op) placements for students.

Committed to providing a technically current education for his students, McQuay, who estimates that 35 percent of his time is spent networking with industry contacts, says, "You either cultivate those relationships or you don't get the equipment."

Faculty members deserve a stand-

ing ovation for their efforts and successes at attracting equipment donations for the Institute, contends Dr. Marilu Raman, assistant dean and director of the School of Science and Engineering Careers.

"The faculty continually try to stay informed about technological changes, and they make modifications to their curricula accordingly to aptly prepare our students," she says. "The faculty link with industry is the main reason our students are prepared for the

workplace, even when our equipment falls slightly behind."

While numerous academic departments have successfully garnered equipment donations, perhaps the Institute's most auspicious tale of Institute-industry partnerships is that of the new High Technology Center for Electronic Publishing and Imaging. Ten years in the making, the center is a win-win arrangement for all involved.

"The center is open electronically 24 hours a day and provides a means for faculty to develop professionally and to experiment," explains Michael Kleper, professor in the printing production technology department and center coordinator, who was largely responsible for attracting corporate gifts.

"This is a grand educational experiment," he adds. "We're serving deaf students in a totally electronic environment. And vendors who donate equipment can benefit from the center's high visibility within the industry. Truly, the High Tech Center is one of the most well-equipped facilities of its kind."

Karen Schreckendgust, document management systems analyst for Xerox Corporation, has been immersed in the center's activities since its opening in October. Schreckendgust provides technical support for faculty members and students who are learning to use equipment donated by Xerox: a DocuTech Production Publisher Model 135, Media Server, and Signature Booklet Maker, which together rapidly produce printed and bound documents.

"We're helping to train students on tools they'll encounter when they get out into the real world," says Schreckendgust.

"And we can try out other companies' equipment," she adds with a hint of healthy professional competitiveness.

As students learn to use the DocuTech system, they are being exposed to "another whole facet of the printing



High-tech instruction Nancy Marrer, left, instructs students on the use of computer equipment in NTID's new High Technology Center for Electronic Publishing and Imaging.

industry," says Nancy Marrer, printing production technology lecturer.

Marrer is particularly pleased with NTID's relationship with Xerox.

"The company's customer service operation is impeccable," she says. "We can make phone calls to them late at night, and they're always there to walk us through a problem."

Gifts keep pouring into the High Technology Center. Within four months of opening its doors, corporations donated an additional \$100,000 worth of printing and publishing equipment.

But in other areas of the Institute, equipment needs still persist.

For example, outdated personal computers with insufficient memory capabilities pose numerous problems

for faculty members.

"The lack of updated computers greatly frustrates our faculty," says Dr. Thomas Raco, assistant dean and director of the

School of Visual Communications. "We expect them to be miracle workers and figure out how to use new software and hardware, when in fact they have a difficult time getting their hands on them.

"I don't look for vendors to drop off a piece of equipment and walk away from us. I want to see them take a real interest in NTID. When they do, we both benefit."

"The most advanced computer technology is in the student labs, but faculty ask themselves how they can justify taking up computer space to learn something when a student needs that space to finish a project. So faculty use the labs nights and weekends to master the new technology, which sacrifices their personal time and reduces the time available to develop related curriculum."

Another new equipment need exists in the ophthalmic optical finishing technology program. Since 90 percent of that program's graduates work for one-hour ophthalmic laboratories, which requires knowledge of both surfacing and finishing skills, the program in fall 1994 will be expanded to include surfacing techniques.

And throughout the Institute, emphasize administrators, money must be allocated to enhance "bread-and-butter" equipment and services such as copiers, TDDs (telecommunication devices for the deaf), and electronic mail.

In addressing NTID's technological challenges, creating ongoing partnerships with industry is a viable approach that offers numerous benefits to both parties.

Kleper stresses the need for ongoing partnerships.

"I don't look for vendors to drop off a piece of equipment and walk away from us," he says. "I want to see them take a real interest in NTID. When they do, we both benefit." ■



NTID's Best-Seller List

by Kathleen S. Smith



In the stark, dusty archives of the University of Leeds, England, Dr. Harry Lang felt the power of the written word.

It was 1988, and Lang, research associate in NTID's educational research and development department, was on sabbatical in England as visiting lecturer at the University of Leeds. In the evenings, Lang conducted research for his book-in-progress about the contributions of deaf men and women in the history of science.

As he sat alone, Lang gazed at the shelves of rare books surrounding him and saw early editions of some of history's most enduring scientific publications—some in Greek, others in French, Italian, and German.

"It was a romantic feeling to be among all those classics," Lang recalls.

For Lang and several other faculty authors at NTID, the power of the written word—notwithstanding some enormous technological changes in the methods of publishing—remains.

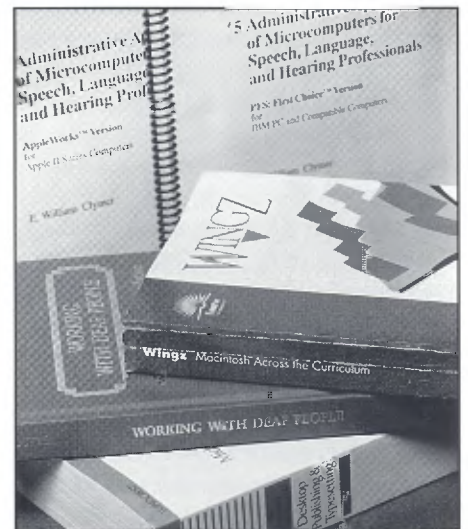
And in NTID's academic world, authorship is a distinct way to share research findings, technical expertise, and teaching experiences.

NTID's recently revised mission statement emphasizes the importance of sharing the Institute's knowledge and expertise more widely around the world. Several faculty members have been hard at work doing just that.

Lang's book, currently being reviewed by a publisher, describes the barriers encountered by deaf men and women scientists since the Renaissance and the strategies they used to overcome those barriers as they earned Nobel prizes, discovered chemical elements and comets, and shaped biological principles and formulas for rocket propulsion.

Uncovering those scientific histories, Lang says, is crucial to the education of deaf students everywhere.

"This information is as important for students' self-esteem as any technological knowledge they'll need to enter the work force," he maintains.



Authors, authors Left, NTID's faculty members who recently completed books include, clockwise from left, William Clymer, Dr. Susan Foster, Dr. Michael Stinson, Donald Beil, Michael Kleper, Dr. Harry Lang, and Dr. Marcia Scherer; above, some of the books they've published.

While Lang devotes his writing talents to uncovering the past, two other faculty members focus their energies on keeping up with the future.

Donald Beil, professor of applied computer technology, has written 11 books related to personal computers and applications software. Fellow Professor Michael Kleper of the printing production technology program has published seven books related to computers, typesetting, and desktop publishing.

Kleper not only writes about, but immerses himself in, the worlds of desktop publishing, typesetting, and information processing.

His 1990 *The Illustrated Handbook of Desktop Publishing and Typesetting* (second edition) was the first publication released simultaneously in paperback and on CD-ROM software, which allows readers to access the book via Macintosh computer.

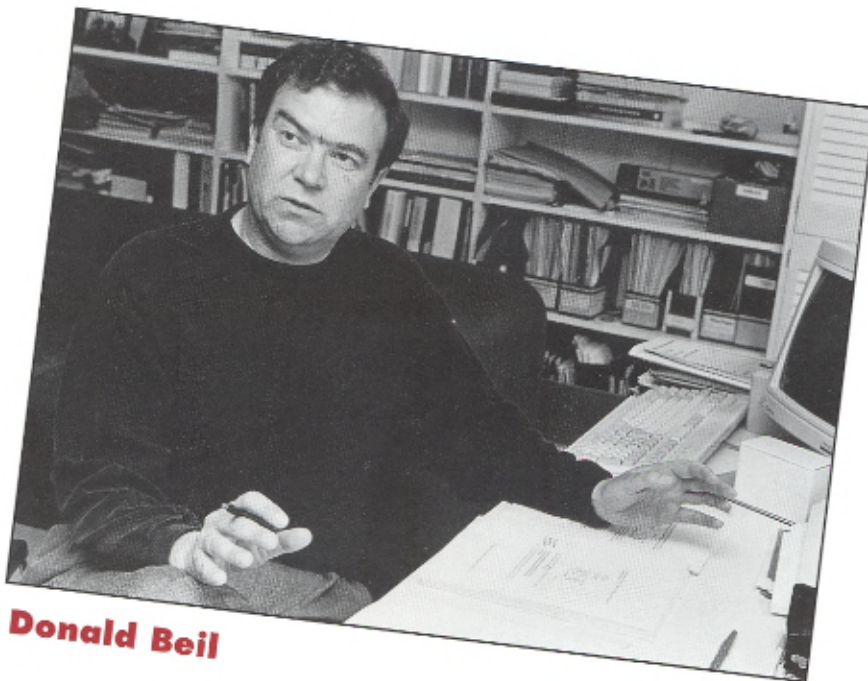
The advantage of a computerized book? Readers can search for anything and get answers quickly, says Kleper.

"With a [traditional] book, you're at the mercy of the indexer," he says. "With CD-ROM, you can find what you need with one touch of a button."

Writing for the fast-paced computer industry, says a proud but exasperated Kleper, "is like keeping your children in shoes. You turn around, and they've outgrown them. As a writer, you have to dance your way through the constant changes as well as all the information that constantly inundates you."

Kleper says there have been times when he was still writing a review of a software package when an updated one arrived in the mail. Sometimes, he admits, keeping current is "almost too much."

"The third edition of *The Illustrated Handbook* now is more than 1,000 pages long," he says. "I've considered giving it up, but I almost view this particular book as my identity."



Donald Beil

Their identities as teachers, say both Kleper and Beil, are important influences on their work.

"My books aren't written specifically for deaf college students," says Beil. "But working at NTID definitely has made my writing clearer. I also use better visuals—I have an illustration on nearly every page of my books."

Beil's books, which include *Using Applications Software*, *The Dynamics of Jazz*, and *The Student Edition of Framework II*, have garnered national attention and praise. *USA Today* called Beil's *Symphony First* one of the 10 best-selling computer books of 1985. The following year's *The Dynamics of Jazz* won the Computer Press Award as the best product-specific book.

His most recent effort is the 1990 *Wingz Across the Curriculum*, a college textbook that features Wingz software.

"I try to write books that explain technical things clearly," Beil says. "I get many letters from students and teachers thanking me for explaining difficult concepts to them."

While Beil never has felt the pressure to "publish or perish" at the Institute, he firmly believes that writing is important and that NTID faculty members could all be publishing articles.

"We're such a unique place that that

should not be difficult to do," he says.

Dr. Marcia Scherer, instructional development and evaluation specialist, agrees.

Although immensely proud of her 1993 book, *Living in the State of Stuck*, Scherer acknowledges that "Writing a book doesn't mean as much to me as a peer-reviewed article in a publication related to my field."

Living in the State of Stuck examines disability issues before and after the passage of the Americans with Disabilities Act. It traces the lives of seven people—some born with severe disabilities, others who became disabled later in life—and why they use or don't use assistive technologies.

"I spent a lot of time with the people featured," she says. "The book evolved as the framework through which these people's stories are told."

As was the case with Scherer's book, Dr. Susan Foster, research associate in the Center for Postsecondary Career Studies in Deafness, found that her 1992 book, *Working with Deaf People: Accessibility and Accommodation in the Workplace*, was the natural outgrowth of a research project in which she had been involved for several years.

After analyzing her findings, which dealt with the attitudes of hearing

supervisors toward deaf employees, Foster realized that “getting this information out via journal articles wouldn’t do it justice.”

“The information was so rich, and since I knew that a dearth of publications existed on the topic, I started to think about a book.”

She sent a five-page synopsis to a publisher and got a contract within a month. With contract in hand, Foster formed a discussion group of deaf people whose insights and reflections are a central part of the book.

Foster, who finds writing “relatively painless,” notes that using a computer has helped her.

“My ideas aren’t necessarily better, but I find that the computer

allows me to do more in less time,” she says. “In many ways it’s liberated me to think more imaginatively because I know that I can change things easily.”

There’s probably not much about William Clymer’s *Administrative Applications of Microcomputers for Speech, Language, and Hearing Professionals* that he would want to change. His 1990 interactive workbook, published through a grant from the American Speech-Language-Hearing Association (ASHA), is designed to help professionals acquire the computer skills they’ll need to manage text data and financial information and is written specifically for use with IBM or Apple computers.

Clymer, an instructional developer in NTID’s communication research department, wrote the manual, which was one of several books written and distributed as a package called “Project Impact” by ASHA, because he felt it would be “a worthwhile service project.”

“ASHA tested the first draft of the book during a few national conventions, and then I made the

minor revisions suggested,” Clymer says.

He spent a year and a half writing the book on his word processor; it then was published using desktop publishing.

“It’s no *Gone With the Wind*,” he jokes, “but it’s a good project.”

Dr. Michael Stinson’s 1993 book, *Deaf Students in Local Public High Schools: Backgrounds, Experiences, and Outcomes*, isn’t nearly as long as the above-mentioned classic, but his phone bill might be. Stinson, professor in NTID’s educational research and development department, co-authored the book with Dr. Thomas Kluwin of Gallaudet University, and most of their collaborative efforts took place “long distance—via phone or e-mail.”

Stinson and Kluwin’s book studies the lives of more than 500 deaf adolescents from around the country during their high school years.

“Five or six years ago, Tom and I did a study of deaf students in mainstream or special education classes in 16 high school programs throughout the United States,” says Stinson. “We wanted to see what happened to those students over the course of their high school experience.

“We’re not aware of another project as in-depth as ours,” says Stinson. “We tried to reduce the number of statistics and to write it as a general interest book.”

That approach also suits Beil, who prides himself on his ability to condense large volumes of technical material into concise, easy-to-follow formats.

“When it’s one or two in the morning, and I’m questioning why I’m putting myself through this,” says Beil, “I think of the person—probably a student, somewhere—who will depend on my book to understand something...and I keep working.” ■

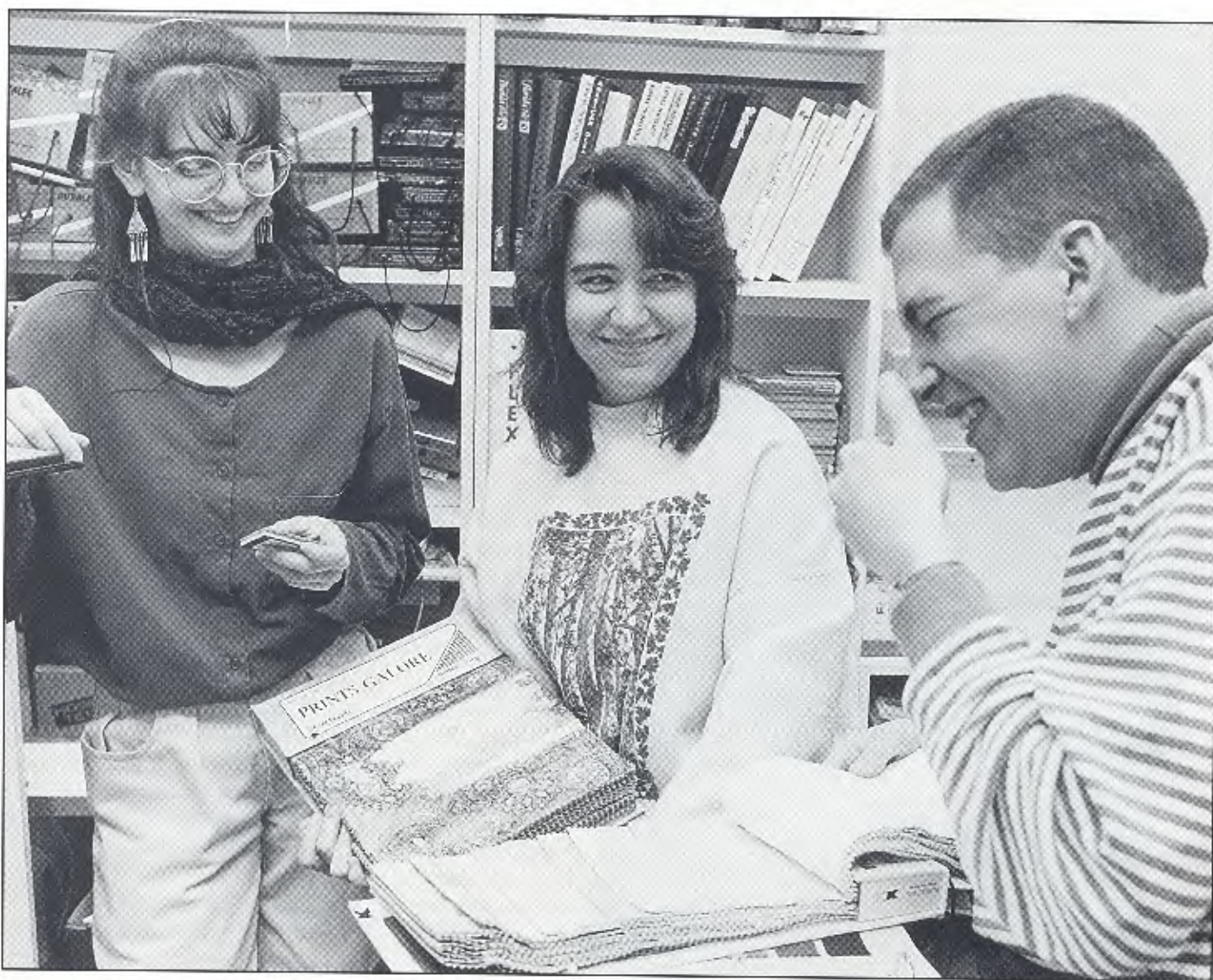


Dr. Susan Foster

Hearing students meet their deaf classmates

On Common Ground

by Susan Cergol



A new way of seeing things Darci Candelora, center, treasures her friendship with deaf classmates Victoria Rolino and Scotty Zwicker.

Ask a group of hearing students at RIT how they feel about deaf students on campus, and you'll likely hear clichés about how adeptly *they* can read lips or how loud, rude, and privileged *they* can be.

But ask a single hearing student about her friendships with deaf students, and you'll get a more personal answer.

"Unless you get involved firsthand, you're really not going to understand deaf people," says Darci Candelora, who graduated from RIT's College of Imaging Arts and Sciences in May.

"I get along so well with Victoria [Rolino] and Scotty [Raymond Zwicker] because none of us think of ourselves as being 'different,'" she says. "We're all the same. We're just people who are working hard to meet our goals and succeed in life—and maybe be happy in the process."

Candelora met Rolino and Zwicker when she transferred into RIT's interior design program in fall 1991. What started as a polite classroom acquaintance quickly turned into a close friendship.

"I wanted to get to know them because I've always been interested in sign language," says Candelora, who learned the manual alphabet as a child from a deaf friend of her mother's. "Our friendship just grew from there."

Perhaps it was Candelora's previous exposure to deafness that made her comfortable getting to know deaf students, or maybe it was her open-minded approach to college life. Whatever the reason, her experience appears to be rather uncommon at RIT.

"There's a lot of segregation between the deaf and hearing communities on campus," notes Meg Spoto, who earned a bachelor's degree in graphic design from RIT in 1991 and completed coursework for a master's degree in printing last year. "I don't know if it's because of stereotypes or lack of being able to communicate effectively."

As a student, Spoto, now completing an internship in NTID's educational outreach department, addressed some of those stereotypes and communication barriers while working summer jobs with NTID's Summer Vestibule Program. She was one of three hearing students

“... none of us think of ourselves as being ‘different.’ We’re all the same. We’re just people who are working hard to meet our goals and succeed in life—and maybe be happy in the process.”

to participate, along with three deaf students, in orientation panel discussions designed to give incoming deaf students a feel for campus life.

"We had a group of students one year question why it wasn't mandatory for all hearing students to take sign language classes," she says. "Many hearing students feel that if they are willing to try other forms of communication, then they shouldn't have to learn sign. My personal feeling is that both groups of students need to develop strategies for communicating, and there should be a level of flexibility on both sides."

Spoto's observations of students' concerns related to communication are

supported by NTID research. In 1989, Dr. Paula Brown, acting chairperson of NTID's speech/language department, teamed with Dr. Susan Foster, research associate in the Center for Postsecondary Career Studies in Deafness, to take a look at hearing students' perceptions of why deaf and hearing RIT students don't often mix socially.

Their research, reported in the paper "Integrating Hearing and Deaf Students on a College Campus: Successes and Barriers as Perceived by Hearing Students," revealed that hearing students generally are accepting of deaf students in the classroom, but "in social situations, the deafness was hard to ignore. Communication challenges were always in the forefront."

Chris Wideawake, second-year photo illustration student, came face-to-face with those challenges when he transferred to RIT in

1991 and was assigned a room in Ellingson Hall, which his roommate referred to as "the deaf dorm."

"When I arrived, I wasn't sure how to handle living on a floor with deaf students," he says. "At first, I didn't like being around them—it seemed more of a nuisance than anything. But after a while, I saw that I was just being prejudiced and unwilling to try to understand differences."

When his roommate moved out soon afterward, Wideawake found himself one of only three hearing students on his floor. His isolation and loneliness prompted him to learn sign language.

"It was either sink or swim, so I



Total immersion Making friends with deaf students was easy for Chris Wideawake once he learned sign language.

decided to swim," he notes. "Once I started to learn sign, it was easier to communicate and become friends with people who are deaf."

Wideawake now counts many deaf individuals among his friends. He notes that his ability to communicate through sign language has allowed him to form deeper friendships than he would have been able to do otherwise.

"It's like reading a book instead of flipping through it," he says.

Both Wideawake and Candelora insist that the more they get to know deaf

people, the less "different" they seem.

"If people know a different language than you, are they totally different?" asks Wideawake. "People are people all over the world. It's a matter of learning tolerance and acceptance."

"An individual is an individual," agrees Candelora, who believes that her friendships with deaf people have given her greater insight into her life.

"It doesn't matter if you're hearing or deaf as long as you're willing to meet on common ground," she adds. "That's the best kind of friendship." ■

"It was either sink or swim, so I decided to swim. Once I started to learn sign, it was easier to communicate and become friends with people who are deaf."

Carla & Kathleen: A Friendship



Carla Hernández, right, is a bright, outgoing, and spirited 20-year-old with dreams of becoming a photojournalist. When she met Kathleen Rozanski in a photography class nearly two years ago, she wasn't sure how to communicate with her deaf classmate—but her curiosity got the best of her.

"I'm attracted to people who are different from me," says Hernández, second-year photo illustration student. "My mom brought me up to be tolerant and accepting of people. That's just the kind of person I am."

Rozanski, also a second-year photography student, noticed that right away. "Carla seemed very curious about Deaf culture and motivated to learn sign language," she says.

Although Hernández already knew how to fingerspell (she learned in grammar school while growing up near the American School for the Deaf in West Hartford, Connecticut), she faltered a bit before falling into stride with her new friend.

"Kathleen is very playful, and that helped to bridge the communication gap," she says. "She played jokes and teased me, and I did it right back because I'm just as playful."

Before long, the two developed a close friendship based on common interests, mutual respect, and "a certain chemistry." So when Hernández was assigned the task of writing a personal essay for an English class last December, it seemed only natural to write about her best friend.

October 1991

We went on a field trip today to Mendon Ponds—had to shoot the portraits of our classmates assignment. Had an interesting time shooting one girl, Kathleen. Very weird for me...but actually not really, I mean I was comfortable talking to her and everything...it was just different. She's deaf. But she's really nice—not that being deaf makes you any more or less nice....

...She was standing by herself, kind of at a distance from the rest of us. (I hate the word "us," it automatically makes you think of the word "them" giving you the feeling that there is a separation or rivalry....) She had the ability to make herself seem like she was involved in what was going on, but at the same time she was in a world of her own.

For her it was like watching TV with the volume way down—the way your father does when he gets an important call in the middle of *Seinfeld* and has to mute it—you watch helplessly as all of the long-awaited punchlines come and go... "hey what are they saying anyway?"...dammit they keep turning their BACKS; how can I understand them when they won't stand still? LOOK AT ME for Christ's sake.... Is this how she feels, you wonder, like life is one big muted TV show?

Umm... Kathleen is next. You tap her on the shoulder, gesture with your hands.

"Can I take your picture?" She shrugs and then smiles—it feels as if the sun came out from behind a huge gray

cloud—its rays warm you. You relax a little—this won't be so bad. Her fingers speak to me, "What do you want me to do?" I go over to the casualties of fall and start to gather them in a pile. She helps. "Play in them," I say. She gives me a funny look, she doesn't understand. I flail, I can't find the signs...she understands, she just thought that I was weird for telling her to throw leaves around for a portrait. I guess I was—the picture wasn't that great.

September 1992

At times I think that our friendship is very different from everyone else's because she is deaf and I am hearing. It is.

"Hello?

Hello?..." I go bounding up the stairs two at a time to the TDD before she hangs up on me. I am out of shape and out of breath, but how will she know this?

HI GA

HI THIS IS KATHLEEN GA

I FIGURED IT WOULD BE HAHA.... WHATS UP? GA

UMM...I HAVE TO TALK TO YOU...ITS IMPORTANT... YOU WILL BE SURPRISED GA

ARE YOU OK? GA NOT REALLY GA ILL BE RIGHT OVER

OK? GA

OK SEE YOU SKSK SKSK

Emotionless. Cold, even. What's going on? A million things run through my mind...who died? is the first thing I think. Well, I wasn't

far off. Her dog of seven years, Tuffy, was really sick and had to be put to sleep. She held him as he died. The

tears slid down my cheeks, down my neck. Her story was a bit choppy, she had to keep stopping to wipe away her tears. I couldn't hear her cry on the phone. She couldn't hear how out of breath I was. Is she tired? Pissed off? Happy? I have to ask if I want to know. I think I'll live.

November 1992

Bethany, Ellie, Mama, and I went to see *The Secret Garden* at the Bushnell. I was in awe from start to finish. The music was so beautiful—their voices, so powerful. The stage sets swirling and changing, the lights, the vibrant colors...but the music. Each note pierced my soul, rang out inside of me, made me want to explode with emotion. I wanted everyone to feel what I had felt. Kathleen couldn't. I felt as if my heart would break.

"Is there an operation you could have if you wanted to hear?"

She nodded her head.

"You know, if you needed an ear to, you know, hear with...umm you could have mine. If you wanted it."

An emphatic shaking of the head—a pause—"really?" she asks.

"Really. But it would have to be my left one because I like the scar on my right one. Seriously. You want it—it's yours. I mean that." And I did, too.

Okay, go ahead, call me Van Gogh. But she would never take my ear. She is confident in who she is right now. She is Kathleen, and she is deaf.

December 1992

If she can do it, then I will survive. Even though, at times, I think I would go crazy if I couldn't hear my mom tell me "I'm proud of you" or "Go brush your hair," I'm sure I could live with being deaf as well. She can still enjoy the better things in life—like putting on a shirt right from the dryer, or rubbing cold quarters between your fingers, or taking a deep breath after eating a Halls and feeling the cold air rush down your throat.... Those are the real gems in life.

I guess what really matters isn't if she can hear me say it, but that she can see me say that she is my best friend. ■

Carla Hernández





A couple of Tigers Amira Gumby, left, RIT's top women's freestyle swimmer, and Kris Gray, nicknamed "Killer" on the volleyball court, are among the more than 25 deaf athletes on RIT's intercollegiate teams.

Kris Gray and Amira Gumby know that it takes more than athletic skill to succeed in the highly competitive world of intercollegiate sports. It also takes dedication and inner drive, and at RIT, an ability to overcome communication barriers.

Gray and Gumby, both top-notch athletes, are among the more than 25 deaf athletes who participate on RIT's 400-member intercollegiate teams.

To be considered for a team, both hearing and deaf athletes face RIT's demanding tryouts. And being selected doesn't guarantee that the athlete will be "first string."

Athletes' skill and prior experience play a significant role in their winning a spot on a team. Sometimes when a high school standout is not selected as an RIT team member, it can be both disappointing and surprising to the individual.

"Many athletes don't realize the level of competitiveness when they try out for a team," says Louann "Dugan" Davies, education specialist and head women's softball coach.

According to Janice Strine, assistant professor of physical education and athletics, RIT's sports program is extremely competitive and challenging. RIT is a highly ranked National Collegiate Athletic Association Division III university, and many of RIT's teams advance to play in regional and national competitions as a result of strong season records.

Louis Spiotti, director of RIT's intercollegiate athletics program, says that deaf and hearing athletes often bring up the same types of concerns—the main one is not being selected for a team.

Davies says that in the past some deaf athletes have charged that they were not selected for a team because they are deaf.

"That never has been the case," says Davies. "Deaf and hearing athletes are given equal opportunities and consideration for a spot on RIT teams."

Strine concurs. "Coaches want skilled athletes, and whether they are hearing or deaf is irrelevant."

Strine adds that it is a myth that because of communication-related issues, deaf athletes can excel only in individual rather than team sports.

"I've fought that stereotype ever since coming to the Institute," says the 10-year NTID veteran who has worked in the field of deaf education for nearly 25 years. "Deaf athletes can and do succeed in team sports."

In recent years, the number of deaf athletes trying out for and earning spots on RIT's teams has increased.

Davies says that increase can be attributed to the greater availability of interpreters during tryouts, training sessions, and competitions as well as a growing awareness among coaches and hearing team members about deaf athletes' communication needs.

"Through interaction on the teams, deaf and hearing athletes obtain increased awareness of one another as individuals," says Strine.

Julie Gibbs, captain of RIT's women's volleyball team, learned sign language through her interaction with deaf teammates: Gray, third-year student in the applied art and computer graphics program, and Angelina Arellano, first-year student in the industrial drafting technology program.

"Many of the team members try to learn and use sign language," says Gibbs, third-year student in the hotel



Softball coach, but no softie Dugan Davies makes sure that the four deaf athletes on RIT's softball team are fully involved in plays and aware of calls.

and resort management program. "We all work well together."

And the team's 51-6 season record attests to that.

Although team members strive to keep the lines of communication open, breakdowns, although not intentional, do occur.

"Sometimes Kris and Angelina are excluded if we are joking and the interpreter isn't around," says Gibbs. "Often they'll ask what we are talking about, and then we'll repeat."

Gray, a three-time All-American, says that because interpreters attend practice sessions and competitions, she rarely feels frustrations related to communication.

Kirk Johnson, starting midfielder on RIT's soccer team, enjoys a camaraderie with his hearing teammates.

"A couple of my teammates have taken courses and can communicate using sign language," says Johnson, first-year applied art and computer graphics student.

"I love playing on the team and especially learning from the seniors," he adds. "The seniors also joke around with us rookies. We all have a lot of fun and

work hard. We work as a team."

For other deaf athletes, though, being a member of a predominately hearing team can be frustrating.

For example, Davies says that road trips can be especially difficult for deaf athletes. Interpreters are not always available for long trips, and travel may take place at night, making communication difficult because the deaf students can't see their teammates.

Teams have found that carrying a flashlight during such excursions helps to make communication more accessible to deaf teammates.

But all difficulties are not as easily resolved.

"Sometimes I feel like an outsider," says Gumby, fourth-year member of the women's swim team and two-time All-American.

Gumby, who holds RIT's all-time scoring record, says that she often cannot participate when the team huddles to chant its precompetition cheer, a motivator and sign of unity for team members, because the cheer frequently



Reaching a goal Kirk Johnson may be a rookie on the soccer field, but he and his hearing teammates are veterans at developing camaraderie and working together.

is chosen spontaneously, chanted too quickly, and not shared with the interpreter in advance.

Although Gumby, fourth-year student in the photo/media technologies program, says that she becomes frustrated at times, her enjoyment of the sport and thrill of competition have kept her motivated.

NTID's department of human development and RIT's intercollegiate athletics have taken a number of steps in recent years to help offset frustrations.

To offer deaf athletes opportunities to interact with one another, monthly get-togethers are scheduled throughout the school year. The student development assistant (SDA) for the athletic department organizes and publicizes events, which have included pizza parties and movie nights.

The SDA—this year Gumby fills that position—also is responsible for publicizing news about deaf athletes.

A great deal of camaraderie exists among deaf athletes, who often attend other team competitions hosted by RIT to cheer on one another.

As an additional support, Davies and Strine attend practice sessions and competitions whenever possible and talk informally with coaches about deaf athletes' assimilation on the team.

On request, they present "sensitivity workshops" to orient team members on how to communicate with deaf teammates and to provide information about Deaf culture.

Although such sessions are helpful, much of the awareness occurs through direct interaction among deaf and hearing teammates during practices.

"Teams generally work together as a unit and develop their own strategies for communicating," says Davies.

"Often team members pick up sign language on their own. A lot of the communication develops naturally."

Communication between coaches and deaf athletes also is improving. Spiotti recently acquired TDDs (telecommunication devices for the deaf) for all coaches.

The TDDs were seen as one way the department could improve communication and make coaches more accessible. Spiotti points out that most of the coaches have basic sign language skills, but also admits it is an area in which they could do better.

The athletic department continually strives to improve the intercollegiate sports experience for deaf athletes. This spring, Strine and Dr. Gail Rothman, chairperson of the visual communications counseling services department, undertook a study—interviews with student athletes and observations of games and practice sessions—to determine the quality of the intercollegiate sports experience for deaf RIT athletes.

Strine says that all RIT athletes are challenged to break down potential communication barriers that could isolate deaf athletes from their teammates.

"Deaf student athletes," she notes, "have intrinsic motivation that helps them sustain pressures and expectations of being a team member.

Dedication plays a significant role in athletes' success." ■

Psyched about Deaf culture

by Deborah R. Waltzer

Two school psychologists—one at the beginning of her career, the other midstream—left behind families and jobs last August to come to RIT for a one-year educational adventure into Deaf culture.

Patti Marino and Karen Church, along with five other school psychologists from as far away as Seattle, Washington, enrolled in the inaugural class of RIT's school psychology and deafness advanced certificate program, co-sponsored by NTID and RIT's College of Liberal Arts.

Marino, who is hard of hearing, learned basic American

Sign Language (ASL) while working with autistic children in a Westchester, New York, BOCES program. She wanted to learn more about ASL and Deaf culture.

Church, who is hearing, has been responsible for administering intellectual, emotional, and behavioral assessments to students in the Fort Wayne, Indiana, school system for 18 years. She wanted to learn more about the culture and family relationships of her district's 150 deaf and hard-of-hearing students.

Marino, Church, and the five other school psychology and

deafness program participants felt inadequately prepared—as did the more than 300 school psychologists and administrators who responded to RIT's national needs survey conducted in 1990—to meet the needs of deaf and hard-of-hearing children they are required by federal law to serve.

"School psychologists are mandated to provide intervention services for kids with differing conditions, including hearing loss," says Dr. John Adams, program director. "But our survey showed that more than two-thirds of practicing school psychologists have had no formal training in working with deaf children."

So RIT applied for and in 1991 received from the U.S. Department of Education a three-year grant of approximately \$100,000 yearly to launch the country's only program for practicing school psychologists in primary and secondary schools that provides an understanding of deafness. Classes are taught by 11 faculty members—eight of whom are deaf—from NTID and the College of Liberal Arts.

After four weeks of intensive sign language instruction late last summer, participants—most of whom took leaves of absence from their jobs—plunged into the yearlong certificate program.

Pausing to catch their breath,

Church and Marino reflected in February on what they had learned thus far.

"Kids must have a basic language," says Church, 42. "A lot of our deaf kids in Fort Wayne don't have a basis in any language. It doesn't matter which one they pick—English or ASL—but they have to be able to communicate."

"Also," she says, "we need more parent education programs to help them communicate better with their children."

For Marino, 27, who knew only a few deaf people while growing up in Yonkers, New York, her growth this year was profound, both professionally and personally. After living in the NTID residence halls and being immersed in Deaf culture, she now wants "to be more a part of the deaf world."

Marino, who hopes to work in a mainstream public school with deaf students and their parents, has learned about the vital role that communication plays in psychological testing and counseling.

Both Marino and Church are a bit nervous about being pioneers in their field and advocating for better services for deaf and hard-of-hearing children.

"It's a little scary for us because we'll now be considered the 'experts' in school psychology and deafness," says Marino. "My colleagues and I have our work cut out for us." ■



Bond of understanding Patti Marino works one-on-one with a student at the Rochester School for the Deaf.

Comic relief

by Pamela Seabon

Comedian Kathy Buckley lives on a higher plane — literally. The first deaf comedian to achieve national recognition, Buckley jets across the country several times a week, bringing laughter to the hearts of deaf and hearing audiences “ranging from 5 to 105 years old.”

Through NTID’s Special Speaker Series, funded through the Rothman Family Endowment, Buckley has appeared at NTID twice — once in April 1992 and again last November — delighting hundreds of students and faculty and staff members.

“I love doing what I am doing,” says Buckley. “There is nothing better in the world than being happy and trying to make others happy.”

Debbie Jackson, second-year social work student who attended Buckley’s November performance, says that the comedian was a hit with her NTID audience.

“Everyone loved her,” she says. “She is such a funny woman.”

Buckley’s fans extend beyond NTID. Millions of television viewers have seen her perform on VH-1, Arts & Entertainment Network, and the Fox Network. Buckley also has appeared twice on *The Tonight Show*.



Kathy Buckley

"Not bad for someone who has been in the business only five years," she says.

Buckley, 39, originally had planned to become a fashion designer. At 6 feet tall, she says, "Learning to make my own clothes was a necessity." She earned a diploma in 1979 from the Fashion Institute for Design and Merchandising in Los Angeles, but worked in the field just a few years.

After that, she held a variety of positions, including manager of a sporting goods warehouse, a clerk in a department store, and aerobics instructor.

I kept getting fired because everyone complained to the boss that I was always offbeat.

Buckley's break happened in 1988 during a stand-up comedy contest in California to benefit people with cerebral palsy. Encouraged by her friends to participate, Buckley captivated the audience.

"I loved it," she says. "They loved it. I realized I had found my calling."

Although Buckley is sometimes criticized for using risqué material or language, she says that she does not purposely offend her audiences.

"I don't attack my audience with insults," she says. "I may exaggerate circumstances sometimes, but everything I talk about is based on real things that have happened in my life."

Buckley doesn't feel a need to make light of the serious events that have taken place in her life, rather she sees humor as therapeutic and takes advantage of it.

When I was 20, I was run over by a lifeguard's jeep while lying on a beach in California. I was confined



Cracking them up Audience members were kept "in stitches" throughout Kathy Buckley's witty November performance at NTID.

to a wheelchair, and doctors said I would never walk again. I didn't hear them, so I got up and left.

Actually, the comedian used a wheelchair for nearly two years. It was only after intense physical therapy that she regained the ability to walk.

The toughest thing about sitting in a wheelchair and being deaf is that I wound up lipreading nose hair.

Buckley, indeed, has had her share of health-related problems. At 27, she was diagnosed with cervical cancer. She underwent surgery, only to encounter the cancer again a year later. Opposed to further tests and medical procedures, Buckley took charge of her life and began battling the disease on her own.

"I changed my diet and began exercising," she says. "I have been free of the cancer for more than 12 years now.

"What keeps me so optimistic about and loving of life?" she ponders. "Knowing that God is beside me and being given the opportunity to reach out and communicate with people."

She did a fine job of that last fall with her NTID audience. Although she could have signed for herself instead of using an interpreter, the comedian felt most comfortable using her voice.

"I grew up as the only hearing-impaired member of my family," Buckley says. "Because I can hear many sounds [with the assistance of hearing aids], my family encouraged me to communicate using my voice. I spent 13 years of my childhood learning to speak clearly and confidently. After all of that training, I'm not going to stop using my voice now."

I have computer chips in my new hearing aids. They're made by AT&T. The company charges me for everything I hear. I even have one ear on call waiting.

Buckley is quite comfortable with herself and the direction in which her career is going. In the next five years, she anticipates more frequent appearances on television as she continues trying to increase people's awareness of deafness and other disabilities.

"This is my way of educating people about disabilities so that we can feel comfortable and continue sharing what we know with one another." ■

JOAN STONE

by Lynne Bohlman DeWilde

As a mathematics teacher, Dr. Joan Stone always has been quick to point out when things just don't add up. Such was the case shortly after she was hired at NTID in 1976.

A rookie in the math department, Stone sent a letter to Dr. Marvin Sachs, her chairperson, expressing concern about the department's learning center approach in which students basically taught themselves, learned at their own pace, and worked with a variety of faculty members as they encountered problems. Stone suggested she'd like to experiment with teaching a course in a more traditional classroom.

Dr. Marilu Raman, a mathematics department colleague at the time and currently assistant dean and director of the School of Science and Engineering Careers, remembers her reaction to that letter: "I was livid. Who was this new woman who thought she knew about the difficulties of teaching deaf students? We had tried the classroom structure before and had not been successful."

Nevertheless, Raman and Stone further developed the idea to return to classroom instruction and interaction. They experimented with teaching a course together in a contained classroom the following



Shared governance and more Dr. Joan Stone and RIT President Albert Simone share a stroll and a break from the weighty campus issues with which they usually deal.



year, and thus began NTID's move back to the classroom for math instruction.

Now Raman says, "Joan's ideas are always on target. She can immediately tell when something is not right, especially if it's related to curricula."

Nearly 17 years after she began her NTID career, Stone, 50, continues to point out when things appear awry. And her efforts to plot a more equitable and logical course have grown exponentially.

Over the past four years, Stone has been the common denominator on many committees and councils charged with addressing some of RIT's most important, and most difficult, issues.

Last year she co-chaired the Academic Program Review Task Force, which examined curricula and made recommendations for changes as part of NTID's strategic planning process. Currently she serves on RIT's 33-member Strategic Planning Steering Committee.

During the past three academic years, Stone served as chairperson of the RIT Faculty Council, and before that she was treasurer.

"My sense of needing to be part of the broader Institute grew when I was promoted to full professor [in 1989]," says Stone. "Being at that level meant I needed to give something back to the place. Faculty Council was a way to do that."

Through her leadership position with Faculty Council, Stone became enmeshed in an RIT crisis of identity and integrity.

In April 1991, the Institute community learned that then-President M. Richard Rose had been working for the CIA while on sabbatical. For eight agonizing, soul-searching months, the campus community debated the appropriateness of RIT's CIA connection to its president and its curricula.

While the faculty was almost evenly split on the

Why I became a math teacher:

My whole family is made up of teachers.... I was a chemistry major for two years at St. Lawrence University. Then I realized math was a lot easier because you didn't have to go to labs.

Where I get my enormous energy:

I think it comes with age. When I was a young teacher starting out and living at home, I couldn't figure out how my mother—who taught all day, got home later than I, and had meetings in the evenings—did it. Maybe only people in their 50s can do that.

Books I've read lately: I tend to read books that my English-major son (one of three and one of twins) brings home. Recently that's been books by African-American women writers such as Toni Morrison and Zora Neale Hurston.

My colleagues would be surprised to learn that: I love Syracuse University basketball games. I try not to miss them on TV.

question of whether RIT should be involved with the CIA at all, Stone says, the real concern revolved around *how* the CIA had come to have an influence on RIT programs. "It had more to do with process," she says.

Process, say Stone's Faculty Council colleagues, is something about which she is particularly sensitive.

"Joan is savvy about the processes of the board, individual colleges, Institute history—how things came to be the way they are," says Laura Cann, assistant director of RIT's counseling center and operations manager for Faculty Council. "Sometimes it may seem easier to step around the process, but Joan always works through it. If the process causes problems or begins to bog things down, she works collaboratively to re-examine and revise the process itself."

In response to process—

and other—concerns related to the RIT-CIA connection, a review panel was established. While she recognizes that no single resolution to that "no-win situation" would have satisfied everyone, Stone says that the establishment of the review panel, on which she served, "turned out to be a really good thing in terms of the way that trustees, students, faculty, and staff came to work together. The review committee was where we learned that we could trust one another.

"RIT has changed dramatically over the past three years," she adds. "We all have a voice now. We may have had one before, but we didn't know how to use it."

Her colleagues give Stone much of the credit for this new-found voice.

"She has moved the whole Institute to a better understanding of what shared governance is," says Raman.

Despite her contributions and achievements in the "political" arena of academia, when asked about the accomplishment she's most satisfied with, Stone replies, "I like it when I get Eisenhart nominations," referring to RIT's annual award for outstanding teaching. "Teaching is really the fundamental thing. It's my work with students that is the most important thing and the thing that I hope I do well."

Stone is particularly fascinated by the older single mothers in her classes.

"I respect them tremendously because of how complicated their lives are and how committed they are to doing well here," she says.

"When you have one woman like that in your class, everyone else realizes how hard they need to work. The devotion is contagious, and the younger students catch on right away: 'Oh, I'm supposed to show up for class, do my homework, and study for the tests.'

"Teaching," Stone notes, "is where the ideas come from. You lose touch if you're not teaching."

In the classroom and as a faculty representative, Stone is "motivated by a genuine ethical commitment to being a good faculty member," says Dr. Timothy Engstrom, assistant professor in RIT's College of Liberal Arts and vice chairperson of Faculty Council. "Ultimately, Joan makes no distinction between being a good mathematician and a good faculty member." ■

For hearing people only

Reviewed by Eileen Biser

For Hearing People Only

Matthew S. Moore and
Linda Levitan

Deaf Life Press, 1992

Twenty-eight years ago, I met a deaf person for the first time—my mother-in-law-to-be! Had it been available, *For Hearing People Only*, a recent publication by deaf RIT graduates Matthew S. Moore and Linda Levitan, could have provided a useful crash course in deafness before that memorable encounter.

A compilation of their monthly columns of the same name from the national magazine *Deaf Life*, this book offers an extensive overview of issues that hearing individuals often identify as they become involved with deaf individuals.

Moore and Levitan make it quite clear that their answers to common questions are rooted in “the Deaf reality,” avoiding the possible negative connotation of the term “deafness,” which could suggest a lack of wholeness. A Deaf culture context prevails, making the tone of their opinions sometimes jarring; these are writers who often are frustrated by hearing people. In fact, they claim that “...many hearing people are pathetically underinformed, misinformed, or, on the brighter side, curious...”

Each chapter deals with a specific question that a hearing person has asked, either directly or indirectly, through the *Deaf Life* magazine column.

Moore and Levitan are at their best when they offer objective and engaging background information, especially in the first 11 chapters. Their well-written and concise explanations (interspersed with useful deaf awareness comprehension quizzes) are definitely enlightening to a variety of hearing people, regardless of their familiarity with the subjects covered.

The major flaw of *For Hearing People Only* lies in its organization—or rather its lack of organization. I noted at least five major categories: common myths, language, culture, education, and practical on-the-job employer/co-worker questions. However, the 48 distinct chapters make no attempt at any classification.

For example, whenever I wanted to double-check a statement, I had to read through all 48 titles to locate the correct section.

Early on, the authors caution readers that repetition of some information occurs, but this is not problematic. More troubling are some obvious contradictions that occur throughout the book. This may be a result of each chapter having been a discrete column, but when presented as

a whole, the discerning reader may find the lack of consistency somewhat vexing.

Since I have taught English at Gallaudet University and NTID for a total of 18 years, perhaps I was especially sensitive to several contradictions on this particular subject. In Chapter 15, the authors state that “English (oral, written, and signed) is used as a tool of oppression.” Yet several times later in the book, statements like this appear: “Deaf-rights advocates...feel that the time could be much more fruitfully employed [instead of learning speechreading] in developing good English skills—reading and writing, that is” and “...the best solution is for more Deaf people to master the complexities of written English...”

The mixed messages are troublesome and are not limited to this one topic.

The book’s illustrations were created by deaf artists Tony Landon McGregor and Robert J. Johnson. Their visual interpretations of chapter issues often are clever and always are appropriate and clear. In fact, they provided visual markers as I tried to locate information that I had already read.

One of my favorite drawings accompanies Chapter 22, where the outdated terminology of “deaf and dumb” is discussed. Energetic figures polish and shine the word “deaf”

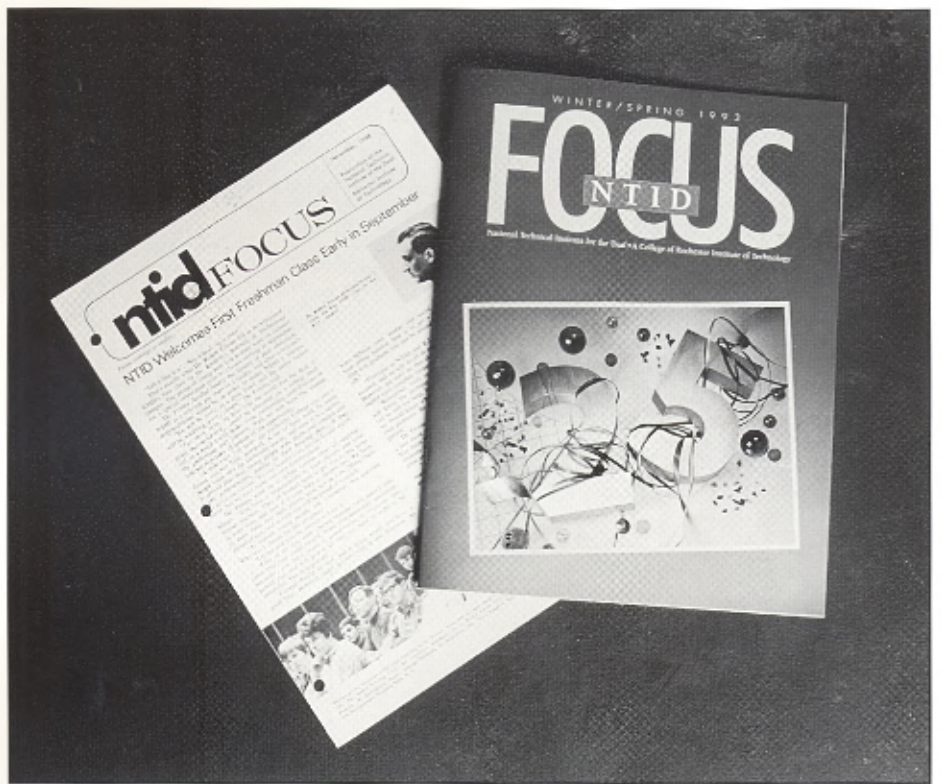
while other laborers hack away at the crumbling word “dumb.”

Numerous times throughout the book, the authors stress that deaf people are individuals. Deaf people are people, first and foremost. But because of the emphasis on American Sign Language and Deaf culture in this book, the uninitiated hearing reader may not fully understand that not all deaf (medical term) people are Deaf (cultural affiliation).

Moore and Levitan have an uncanny ability to clarify many complex topics. They could complete their reference compendium by acknowledging more fully the many profoundly deaf, English-speaking, speechreading, nonsigning deaf people—like my mother-in-law—as part of the rich diversity of human beings who share a similar fate.

In their introduction, the authors openly solicit feedback for future editions of this publication. I heartily support an update and expansion, and I look forward to the next edition of this much-needed reference for hearing people only. ■

Eileen Biser, a former editor of FOCUS, is assistant professor in NTID’s department of liberal arts support.



It's evolutionary! From its initial fall 1968 publication to the most recent 25th anniversary edition, *FOCUS* has represented the people and concerns of NTID. In the upcoming fall issue, *FOCUS* examines how changes in the magazine over the past 25 years have reflected changes at the Institute.

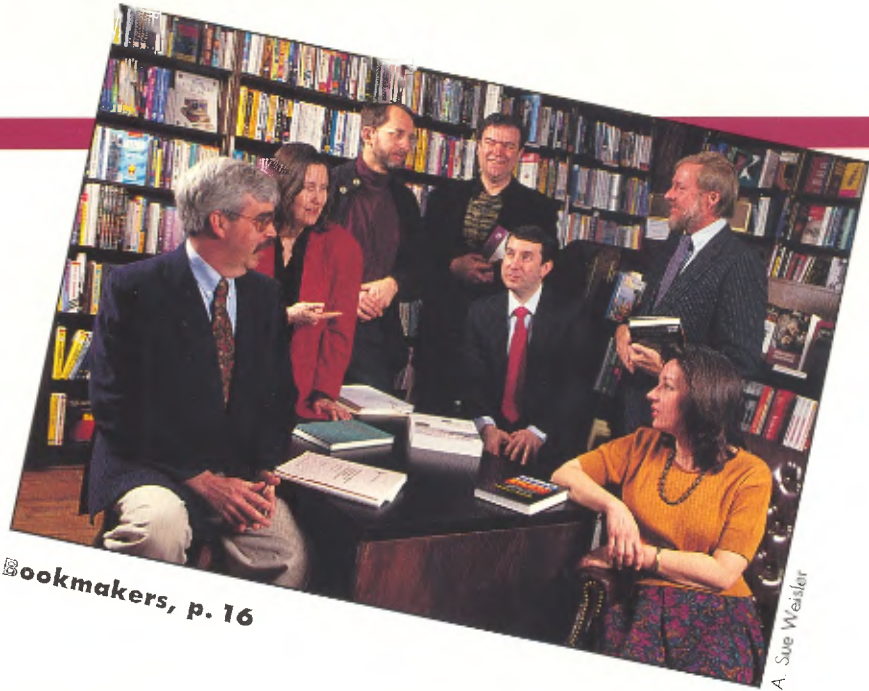
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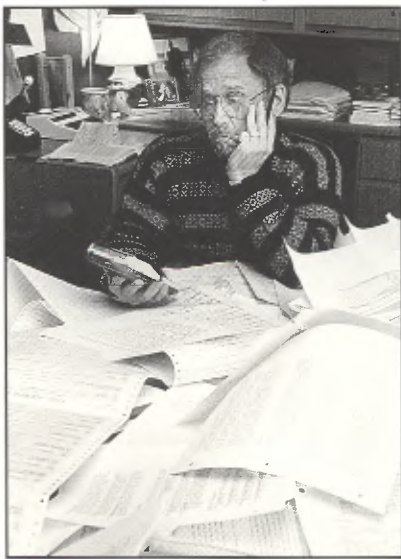
National Technical Institute for the Deaf
Lyndon Baines Johnson Building
52 Lomb Memorial Drive
Rochester, NY 14623-5604

ADDRESS CORRECTION REQUESTED



Bookmakers, p. 16

A. Sue Weisler



A. Sue Weisler

What price technology? p. 12



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Funny lady, p. 28