

WINTER / SPRING 1994

FOCUS

NTID

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



**Only their hairdresser
knows for sure**

Student Michele Bontrager, center, portrayed Shelby, a young Southern woman with diabetes, in the tragic comedy *Steel Magnolias*, brought to the Robert B. Penaro Theatre in February by NTRD's performing arts department. Mary Vreeland, visiting artist, directed the cast of six women, which also included NTRD's Ruth Aswadell (Millynn), left, and Mindy Hopper (Truvy).

Photography by David Green



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ABOUT THE COVER

Russian artist Elena Chashkina's lacquered papier maché painting is one of a triptych, titled "Russian Folk Tales," that was exhibited in NTID's Switzer Gallery last fall as part of a historic art exchange between deaf artists from RIT and Russia. "Heartful-Exchange," on page 16, details the background and lasting results of this bridge-building event.

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FOCUS NTID

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

Now that the Institute has begun its second quarter century of educating deaf students, rarely am I asked, "Where in the world is NTID?" More than ever, NTID receives national and international attention as an innovative model of technological education and accessibility for deaf students.

Just as the Institute has garnered an international reputation, so too must NTID pay attention to those issues that are prominent around the globe. Indeed, NTID is a microcosm of world events, as is reflected by several articles in this issue of *FOCUS*.

In the international arena, NTID recently was a part of history in the making. A first-of-its-kind art exchange took place last fall when works by deaf RIT students were exhibited in Moscow and those of deaf Russian artists were on view at the same time in NTID's Switzer Gallery. Both exhibits were graced by an impressive array of paintings, photographs, and other artworks that communicated creativity, beauty, and common bonds.

In addition, seven Russian artists and organizers visited Rochester while six NTID community members traveled to Moscow for the exhibits' openings. That the world is shrinking was most obvious when the celebrations in Moscow and Rochester were broadcast simultaneously via a Cable News Network satellite uplink. Read about this historic cultural opportunity in "Heartful Exchange" on page 16.

Specific plans for this art exchange were initiated in 1991 when I traveled to Moscow with three NTID colleagues during the famous coup that saw the demise of President Mikhail Gorbachev's leadership. The NTID contingent's

visit in 1993 was no less dramatic since the weekend before departure another coup was attempted, this time by Communist hardliners in an attempt to overthrow President Boris Yeltsin.

At the time of NTID's 1991 visit to Moscow, I encouraged the rector of Moscow State Technical University (MSTU) to establish an International Technical Institute for the Deaf. Since then, the rector of MSTU and I have signed a sister-institution agreement. Other such agreements were signed in October 1992 with the president of Tsukuba College of Technology for the Deaf and Blind in Japan and in August 1993 with the director of Ratchasuda College for the Disabled of Mahidol University in Thailand.

Finally, a bit of world news came to NTID in November when former Associated Press correspondent Terry Anderson addressed a standing-room-only audience of students and faculty and staff members in the Robert F. Panara Theatre. Anderson, the longest-held hostage in Lebanon, gave an emotional account of his years in captivity and inspired his audience with a message of hope, perseverance, and forgiveness. His presentation is covered in the story "Emerging from a Den of Lions" on page 9.

Just as NTID represents a beacon of promise for deaf students around the world, so it also reflects the issues that are of concern to our global community. And that is how it should be.

William E. Castle

Dr. William E. Castle

AROUND THE QUAD

Silver anniversary convocation



U.S. Sen. Tom Harkin

Faculty and staff members marked NTID's 25-year anniversary by gathering for a two-day convocation November 11 and 12 to recognize RIT's service to deaf students through NTID as well as to share ideas and works-in-progress, reflect upon the past, build upon the present, and gain glimpses of the future.

Keynote speaker was U.S. Sen. Tom Harkin (D-Iowa), who discussed his role in the 1990 passage of the Americans with Disabilities Act (ADA) and its implication for deaf people.

"In the past, no matter how hard young deaf people worked, they faced tremendous obstacles

in life because of their disability," said Harkin, whose older brother, Frank, is deaf.

"I recognize and applaud NTID for all it has done in the past and for its continued commitment to assisting people who are deaf to achieve their dreams."

The convocation also included myriad workshops on such topics as diversity at NTID, utilization of video technology, the image of interpreters as portrayed by the media, perspectives of deaf minority students, and NTID students returning as faculty.

In addition, several individuals were recognized for their

contributions and accomplishments during the convocation's closing ceremonies.

Dr. Mervin Garretson, well-known educator, scholar, and author, received an honorary doctor of humane letters for devoting 45 years to the education of and service to people who are deaf.

"Garretson is a man with a strong point of view, yet he possesses the ability to see the views of others," said NTID Dean James DeCaro in outlining the highlights of Garretson's career. "His enormous knowledge and wisdom of issues related to deaf people together with clarity of thought and sense of humor make him an inveterate consensus-builder and have enabled him to unite people with differing opinions."

Dr. T. Alan Hurwitz, associate dean for student affairs, and Peter Reeb, audiovisual technician in the instructional television and media services department, received the National Advisory Group's Outstanding Service Awards.

In addition, Dr. William Castle, NTID director and vice president for government relations for RIT, and Dr. D. Robert Frisina, director of RIT's International Center for Hearing and Speech Research and first director of NTID, received RIT Presidential Medallions for their early and continued efforts to establish NTID as an international

model of technical education for deaf students.

"You were part of the pioneering group that in the 1960s saw a need for a national institute to provide technical education programs for young people who are deaf," said RIT President Albert Simone in presenting the medallion to Frisina.

"You convinced a stalwart group of academic and industry experts to take a risk and lured them away to the unknown quantity called NTID. In doing so, you set the wheels of history in motion."

Of Castle, Simone said: "You have led the Institute to its current position as an international model for education of deaf people.... You also have worked hard to see that NTID remains a healthy and contributing part of the larger Institute."

NTID has indeed flourished in its first quarter century.

"Some 25 years ago, when NTID was being implemented, many said: 'Deaf people can't. Deaf people won't. Deaf people don't. It won't work,'" DeCaro said during closing ceremonies. "Today, it has worked, deaf people can, deaf people have, deaf people will continue to. NTID has not betrayed the trust of the American people—we have provided high-quality programs and services for deaf and hard-of-hearing people."

NEWSMAKERS

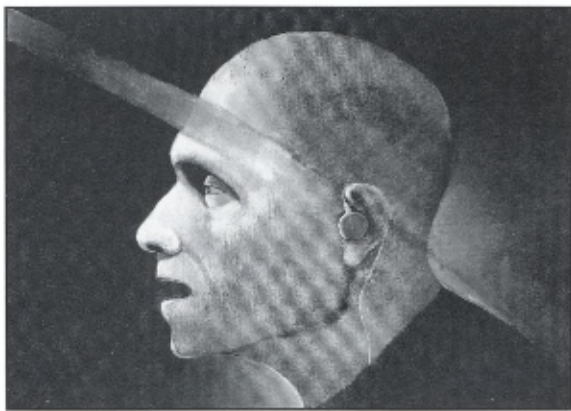
CellularOne of Rochester contacted Dr. Diane Castle, professor in the audiology department, last fall to donate a cellular phone package and free local service to NTID's Robert Weitbrecht Telecommunications Laboratory. The modular connections make it possible for students to use the phone with a TTY (text telephone), laptop computer, or facsimile machine.

NTID director William E. Castle helped NTID make strides toward reaching out to people around the world last year when he traveled to Thailand to sign an agreement between NTID and Ratchasuda College for the Disabled of Mahidol University to establish an ongoing relationship as sister institutions. Ratchasuda College is the third international institution with which NTID has such a relationship.

The WGBH Educational Foundation in Boston recently received funding for a grant that was collaboratively developed with NTID researchers Dr. Ronald R. Kelley, principal investigator; Drs. Ila Parasnis and Vince Samar, co-investigators; and Dr. Susan Foster, consultant. Through a subcontract of this grant, NTID will conduct research in six different school settings to evaluate innovative language applications of personal captioning workstations that have been developed by WGBH for captioning videotapes.

Dr. Marc Marschark, director of the Center for Research, Teaching, and Learning, received travel funds last fall from NATO to support continued work on a collaborative research grant with Cesare Cornoldi of the University of Padua, Italy, that addresses reading strategies for both deaf and hearing children.

NTID researchers Drs. Barbara McKee and Michael Stinson recently received \$180,000 from the U.S. Department of Education for the continued development and evaluation of a computer-aided speech-to-print transcription system (C-Print) for classroom use. The state-of-the-art system, piloted in RIT classes in 1991, transfers spoken language onto a computer screen, thus making conversation more accessible for deaf students.



Master of art As part of its 25th anniversary celebration, NTID hosted November 10–December 31 in the Switzer Gallery a special exhibition of recent paintings by Morris Broderson, a deaf artist whose work is nationally recognized. Broderson's paintings are part of permanent collections of museums throughout the country.

NTID programs receive educational innovation award

NTID's associate degree programs in architectural technology, civil technology, electromechanical technology, and industrial drafting technology recently were selected to receive the 1993 Award for Educational Innovation by the Accreditation Board for Engineering and Technology Inc. (ABET).

The award recognizes innovative and creative educational programs in engineering, engineering technology, and engineering-related areas that focus on new approaches in fulfilling educational needs in nontraditional ways. In citing NTID's programs, ABET noted that they "provide innovative, top-quality education [that is] tailored to the specific needs of their students."



Award-winning programs NTID Dean James DeCaro, right, receives the ABET educational innovation award on behalf of the Institute from ABET President Albert T. Kersich.

"Our faculty members are pleased that the innovations they have worked so hard to implement are being recognized by such a prestigious award," says James Jensen, chairperson of NTID's department of construction technologies.

Fulbright scholar to study Russian deaf people

Dr. Simon Carmel, assistant professor in NTID's department of general education instruction, recently received a 1993-94 Fulbright scholarship to continue his cross-cultural studies of deaf communities in order to gain a better understanding of common sociocultural features. Carmel is believed to be one of only two deaf scholars ever to receive the award.

He will continue his research while spending June–December 1994 in Moscow, St. Petersburg, and other cities learning about the daily activities of Russian deaf community members.

"I'll compare the day-to-day activities and interactions of Russians with those of the U.S. deaf community, using observations and responses of key

deaf sources," says Carmel. "I also intend to develop better guidelines for fieldwork methodology for future deaf and hearing researchers wishing to study deaf communities in other countries."

In addition to exploring the lifestyles and values of the Russian deaf community, Carmel has studied deaf Israelis and Arabs living in Israel as well as urban and rural American deaf people.

Established in 1946 and administered by the U.S. Information Agency, the Fulbright Scholar Program awards some 5,000 grants each year to American students, teachers, and scholars to study, teach, and conduct research around the world.

Living with the AIDS virus

Daniel J. Langholtz, 1974 RIT social work graduate and training director at the University of California Center on Deafness (UCCD) in San Francisco, presented "Living with the AIDS Virus: A Deaf Person's Perspective," November 9 in the Robert F. Panara Theatre. NTID's Special Speaker Series sponsored the presentation as part of NTID's AIDS Awareness Week activities.

Active in the deaf community on local and national levels, Langholtz is one of the founders and former chairperson of the National Coalition on Deaf Communities and HIV/AIDS and program director of UCCD's Ryan White CARE project, which provides mental health and psychosocial services.

A licensed clinical social worker, Langholtz learned in the mid-1980s that he is HIV positive.

"I was 33 when I found out that I am HIV positive," he told a group of nearly 200

students and faculty and staff members during his presentation. "My visions of turning 40 suddenly disappeared. My outlook, priorities, and the entire way I approached my life changed. I value my friends more and now appreciate the little things more."

Langholtz recently celebrated his 40th birthday, a milestone he thought he would not reach.

"I had a beautiful, intimate party to celebrate my life and to say, 'I'm here and I'm grateful.'"

"You need to take control and not act in a negligent manner," he strongly emphasized to audience members. "By the year 2000, there will have been 40 million people exposed to the AIDS virus around the world. I don't want any of you to be part of that statistic."

NTID's Special Speaker Series is funded by the Rothman Family Endowment.



Daniel Langholtz

NTID to host national education symposium

NTID recently received a \$149,710 grant from the U.S. Department of Education to sponsor a National Symposium on Educational Media Technology Relating to Persons with Sensory Disabilities. The three-day symposium, to be held in Rochester July 20-22, will emphasize the human engineering aspects of new technological advances that aid deaf and blind people.

NTID has experience hosting such conferences. In 1992, the Institute hosted the successful National Symposium: Educational Applications of Technology for Deaf Students, which more than 200 people attended.

For more information about the upcoming conference, contact symposium coordinator William Clymer at (716) 475-7129 (V/TTY). ■



A miserly production After being told that his father, Harpagon (standing, portrayed by Donald Clupper, first-year student), is a rival for his sweetheart's affections, Cleante (lying down, portrayed by Ethan Sinnott, first-year painting/illustration student) becomes upset. Cleante's sister, Elise (Judy Brint, third-year graphic design student), tries to calm him. Billed as one of the funniest plays in dramatic literature, Molière's *The Miser* was presented by NTID's performing arts department in October. The production was adapted and directed by Jerome Cushman, associate professor in the performing arts department.



Born to run Olympic runner Jim Ryun (in shorts and T-shirt), who captured a silver medal in the 1968 Summer Olympic Games, visited NTID October 12 as part of NTID's Special Speaker Series. After sharing with audience members in the Robert F. Panara Theatre his experiences with his own hearing loss and how it affected his running career, Ryun took to the track to lead the 16th annual NTID Run-In.

A STUDENT STUDY

Elena Shapiro

by Deborah R. Waltzer



A mere half hour into his 1991 interview of Elena Shapiro, aspiring student editor of NTID's *Eagle's Eye* newspaper, advisor John Panara suspected that he might have found the publication's next Perry White. Those who remember the hard-driving editor-in-chief of *The Daily Planet* newspaper of *Superman* fame can appreciate the talent that Panara saw in Shapiro.

"Right away, I could tell that Elena had the makings of a student leader because she had a good grasp of the 'big picture' at NTID," says Panara, senior captioning specialist in the department of instructional television and media services. "With Elena at the helm, I knew that the newspaper would be in good hands."

The monthly publication that Shapiro edited for two years as well as numerous other student organizations in which she has participated have benefited from her commitment to student life at RIT.

Indeed, Shapiro feels she's "wasting away" if not busily occupied. Thus, she has served in such roles as resident advisor in the Mark Ellingson-Peter N. Peterson-Alexander Graham Bell residence complex, hospitality director for RIT/Gally Weekend, tutor for NTID's General Education Learning Center, and member of NTID's Center for Baccalaureate and

Graduate Studies' newly created student advisory committee.

A third-year student in RIT's social work program, Shapiro considers her tenure with the *Eagle's Eye* a key personal growth experience. Responsible for recruiting writers, assigning stories, and editing copy, Shapiro faced the challenge of producing a publication that competed with other, quicker means of information sharing.

"News travels fast in the deaf community, so many students get their information from places other than the *Eagle's Eye*," she says. "Our challenge, therefore, was to print in-depth stories and editorials that analyzed issues on campus and attracted students' interest."

Although she has become immersed in college life, had it not been for her pre-college romance with deaf RIT student Roberto Colberg, Shapiro, 20, likely would not have considered attending the Institute.

Her heart was set on enrolling at Gallaudet University in Washington, D.C., but Shapiro agreed to check out RIT on Colberg's enthusiastic recommendation. Tragically, Colberg

died in an automobile accident one week before her visit, which only strengthened her commitment to see firsthand her sweetheart's adopted "home."

Intending to stay one day only, Shapiro skipped two days from Newtown High School in Jackson Heights, New York, to inhale RIT.

"The minute I arrived on campus, RIT felt so much like home," she says. "Everyone was friendly. I decided immediately to apply for admission to RIT's social work program."

Shapiro's interest in social work stems, ironically, from yet another automobile accident.

When she was 10 years old, a school chum was seriously injured in a car accident and hospitalized for one year. Although underage, Shapiro frequently snuck onto the hospital ward alone to visit her friend and his floormates. Impressed by the dedication of the medical and social work staff, she contemplated a future career of clinical social work in a hospital setting.

"I've always known I wanted to help others," says Shapiro, who this fall hopes to complete

an internship in the social work department at the University of Rochester Medical Center. "Many people are frightened by hospitals, but they don't bother me. I feel that I can make a difference and help those in need.

"As I've learned in my social work classes, I try not to give people answers to their problems, but rather help them discover workable options."

Shapiro's sensitivity to others stems in part from her childhood experiences. Born in Kiev, Ukraine, into a clan of numerous deaf individuals, including her parents, twin sister, aunt, uncle, and two cousins, Shapiro and her family experienced discrimination because they are deaf.

"At that time, some hearing Ukrainians were patronizing toward deaf people," she explains. "The prevailing attitude was, 'If you're deaf, you're nothing.'"

Seeking better economic opportunities and more exposure to Deaf culture, Shapiro's entire deaf family, along with her hearing grandparents, immigrated in 1979 to Queens, New York.

To this day, her family lives as one unit in a Jackson Heights apartment building—aunt, uncle, and cousins on the second floor; parents on the third; and grandparents on the fourth. Her family has thrived in the United States; all are successfully employed, including her grandfather, who runs a hot dog stand in Manhattan.

Although Shapiro's twin, Julia, is a third-year student in RIT's social work program as well, the sisters, who describe themselves as "extremely close," try to maintain separate identities and activities.

No couch potato herself, Julia, a resident advisor, rush director of RIT's Panhellenic Council, and parliamentarian for Alpha Sigma Theta sorority, shares her sister's commitment to helping others. With future plans to become a family counselor and work with children and families in crisis situations, Julia intends to obtain a master's degree in social work after graduating from RIT in May 1995.

Hard-pressed to come up with "dirt" on her sister, Julia only cites Elena's occasional annoying habit of interrupting her stories and trademark duck-like walking style that Julia and friends love to imitate.

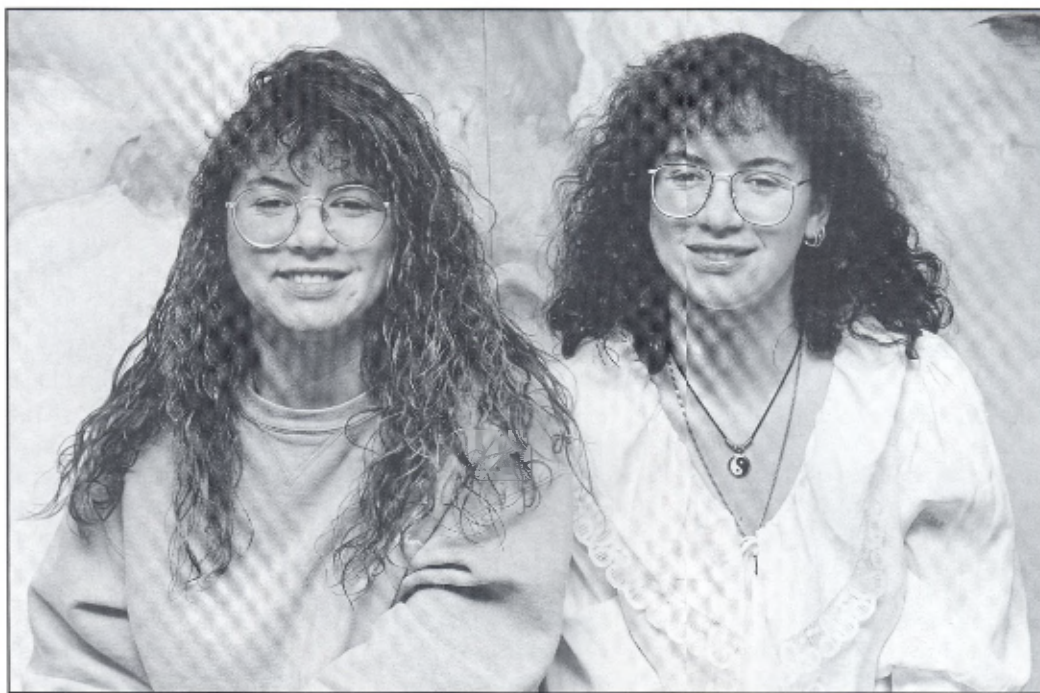
Truly, the sisters are great friends.

"Elena is the person with whom I feel most comfortable in this world," says Julia.

In addition to socializing with Julia and myriad other friends, Shapiro enjoys camping, downhill skiing, and traveling. She has developed a yen for Chinese food, a culinary treat not found in her homeland.

She is glad that fate steered her college plans three years ago from Washington to Rochester. Having found a university environment that supports her growth, Shapiro smiles with contentment.

"At RIT, I found what I was looking for." ■



Sisterly love It doesn't get much better than having a twin sister on campus, say Julia, left, and Elena Shapiro.

Classroom correspondence

by Kathleen S. Smith

Dr. John Albertini can repair dangling participles with the best of English teachers. But when he's reading a student's dialogue journal, he concentrates on the *meaning*, not the form.

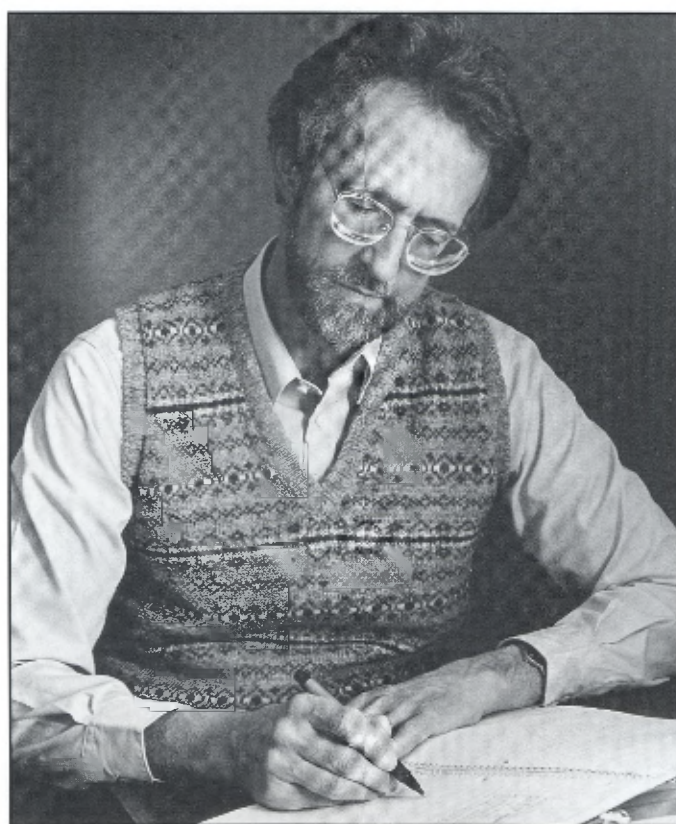
While most students generally have "written plenty of grammar exercises and personal narratives" by the time they arrive at NTID, Albertini, associate professor in the communication research department, encourages students to write both as a means of communication and a tool "for reflection and critical thinking."

"Students can use writing to sort out their experiences and opinions," he says. "And dialogue journals, while often quite personal, can be a bridge to more conventional academic and professional writing."

A dialogue journal typically is a spiral-bound notebook in which teacher and student "converse" on a weekly basis. Students may get credit for completing their entries, although the journal in its entirety is never graded.

Entries, which usually begin with the teacher posing an open-ended question such as, "Why did you decide to take this course?" often branch out to include personal concerns and thoughts about family, friends, and school.

Through such journals,



Dr. John Albertini

Albertini has learned about one student's pride in her Native-American heritage; challenged another's racist comment about a prospective co-worker; and endured criticism about his own sign language skills. He also has learned valuable information about students' experiences learning English and about their writing.

"In their journals, they can

joke, complain, say anything they want," Albertini notes.

Since bringing the dialogue journal idea to NTID in the mid-1980s, Albertini has come to see the technique as a way of dispelling the notion that writing exercises for deaf students need to focus on form and grammatical correctness only.

He links deaf students' use of journals with recent shifts in

the teaching of literacy in U.S. schools.

"Instead of beginning with a model or a 'literary classic,'" says Albertini, "the journals try to 'mine' students' experiences as deaf readers and writers."

Though Albertini thinks he is the first to use the journals at NTID, Leslee Reed, a California middle-school teacher, first used them regularly in a classroom nearly 10 years ago. Reed used journals with hearing English-speaking children and later with students who were learning English as a second language.

Since then, dialogue journals have been used in the United States with elementary and adult education students, both hearing and deaf, as well as in England, Germany, and South Africa.

How does one evaluate the success of dialogue journals?

"If you see students modeling your language, that's always a good sign," says Albertini.

Another indicator is the entry's length.

"When a student breaks out of that one-page, double-spaced format and starts asking the teacher some questions, that's positive."

The ultimate sign of success, believes Albertini, is "when the process of writing in the journal becomes the student's own reward." ■

Emerging from a Den of Lions

by Deborah R. Waltzer



On March 16, 1985, following an early morning tennis game with a colleague, Terry Anderson, chief Middle East correspondent for the Associated Press, was shoved into the back seat of a green Mercedes by four armed Shiite Muslims. A coarse blanket draped over his body and a 9mm pistol poised menacingly at his neck, Anderson felt unparalleled fear as the car careened through Beirut streets to an unknown destination.

On November 4, 1993, Anderson once again found himself prone in the back seat of a moving automobile. Yet serenity replaced fear this time as Anderson slept peacefully in the arms of Madeleine Bassil, his wife of seven months. Anderson, who had just completed a presentation at NTID as part of the Institute's Special Speaker Series, was being whisked to his next upstate New York engagement.



Exhausted from a grueling month-long nationwide tour to promote *Den of Lions*, Anderson's 1993 chronicle of captivity, the couple was accustomed to taking backseat catnaps when possible between their eight to 10 daily appearances.

"Gotta press my pants when we get to the hotel," Anderson mumbled as he emerged from a 40-minute snooze.

A few minutes later, Bassil stirred from her slumber.

"I was dreaming about you," she whispered to her husband.

Following Anderson's 2,454-day ordeal as a hostage of Islamic Jihad terrorists, he and his family often find bliss in such ordinary scenes.

Anderson's abductors—in hopes that the U.S. government would pressure the Kuwaiti government to free 17 imprisoned Islamic Jihad comrades in exchange for his release—snatched him from a thriving journalism career as well as from Bassil, then his fiancée and a researcher for NBC News, and their unborn daughter whom he would not meet for years to come.

For nearly seven years, until he was released December 4, 1991, many Americans—including numerous NTID students who were young teens during those years—wore yellow ribbons of support, anxiously awaited news of his fate, and offered prayers for his imminent freedom.

Within months of the journalist's release, Julie Cammeron, associate professor in NTID's general education instruction department and coordinator of NTID's Special Speaker Series (funded by the Rothman Family Endowment), wrote to invite Anderson to share his ordeal with the campus community.

Following several letters of correspondence, Anderson accepted Cammeron's invitation. And on November 4, more than 500 of his supporters—NTID students and faculty and staff members—rose to their feet to greet the Batavia,



Writing his John Hancock More than 100 students and faculty and staff members queued up with their copies of *Den of Lions* to obtain Anderson's autograph.

New York, native as he bounded toward the podium in the Robert F. Panara Theatre to share his tale of horror and hope.

Anderson began his 40-minute speech on a light note. "I'm very happy to be here, although these days, I'm happy to be most anywhere!" he joked.

Quickly, Anderson's tone turned serious. Enduring such atrocities as having his ankle tethered to a chain, verbal abuse, periods of solitary confinement, and a mock execution, the former Marine nevertheless was determined to communicate with his fellow Western hostages and survive physically and emotionally.

"There was never a time that I didn't believe I'd eventually be freed," he said. "I knew that if I had enough willpower, strength, and control, I would one day be free."

Anderson's boyhood memory of the manual alphabet—taught to him by two deaf childhood friends—helped him cope. He taught his version of the alphabet to fellow hostages Thomas Sutherland, Brian Keenan, and John McCarthy. When the four were separated and forced to be silent, they communicated via fingerspelling through their cell doors' windows.

During the presentation and to his audience's delight, Anderson demonstrated the manual alphabet, including five letters that he could not recall from his childhood and so re-created his own.

"Isolation is a terrible thing," said Anderson. "I stood on my tiptoes at my window signing for hours, just trying to keep in contact with the others. I think that if I didn't know the manual alphabet, I might have gone crazy."

Later, when moved to a cell next to Terry Waite, the Anglican church envoy who was captured while trying to negotiate the hostages' freedom, Anderson tapped on their adjoining wall (one knock for the letter A, two knocks for B, etc.) to communicate news.

Anderson's onstage presentation was particularly moving for audience member Sarah Perkins, a 15-year NTID veteran who works as phototypesetter in the instructional design and evaluation department.

A retired platoon sergeant and classified document clerk who served five years in the U.S. Marine Corps, Perkins had to remind herself to "keep breathing" as she shook Anderson's hand at a pre-speech luncheon.

"I think that if I didn't know the manual alphabet, I might have gone crazy."

"For seven years, I prayed daily for Terry and his family," says Perkins, who helped produce a poster advertising Anderson's presentation. "To finally be able to meet him provided a sense of closure for me.

"I see in Terry a man who went through an extraordinary time and survived with extraordinary grace," she adds.

Twenty-year-old NTID student Michael Bouyea, who, along with 100 other audience members, stood patiently in line to purchase *Den of Lions* and wait for Anderson's and Bassil's autographs, agrees with Perkins.

"Terry is a wonderful role model from whom I can learn to appreciate life," says Bouyea, second-year business student from Fairport, New York.

"When I was in high school and read about his ordeal, I wondered how he could possibly deal with such isolation.

"But today, Terry taught me that in order to make life easier, one must have a spiritual awareness and a strong love for family and friends."

Bouyea clutched his freshly signed copy of Anderson's book to his chest. Although conceding that the \$25 book was pricey for a student's tight budget, Bouyea felt the purchase worthwhile.

"This book is a historical document," Bouyea notes. "I want to share it someday with my children and grandchildren."

Today, Anderson is again sharing his life with his family and says that writing the 349-page book was, in many ways, therapeutic.

"I'm not angry, and I don't hate my captors," he said. "I put all of those feelings aside. Life now is pretty good, and I'm enjoying it thoroughly."

Following a period of adjustment during which they reunited as a family—aided by two British Royal Air Force psychiatrists who specialize in helping hostage and prisoner-of-war families—Anderson, Bassil, and Sulome, their 8-year-old daughter, now revel in everyday life.

The couple is busy restoring their 83-year-old home in Yonkers, New York. Anderson enjoyed accompanying his cowgirl-clad daughter last year on her Halloween rounds in the neighborhood—and appreciated her candy-sharing skills afterward. Anderson and Bassil love to dance to rock 'n' roll music, and the threesome fly to the Caribbean for scuba diving and snorkeling whenever their hectic schedules permit.

Anderson has changed careers as well. Always fascinated by politics, Anderson now is active in the Alliance for a New York Renaissance, a grassroots organization aimed at reforming New York state government.

Anderson's universe is now indeed full of joy and hope. His concluding remarks in the Panara Theatre underscore his positive outlook on his life.

Paraphrasing Friedrich Nietzsche, the 19th-century German philosopher, Anderson stated: "That which does not destroy me makes me stronger."

"The world is new and bright and shiny again," he added. "I wish that each of you could feel as I do today and every day." ■



His kidnapping, her ordeal Anderson's wife, Madeleine Bassil, fielded questions about how she coped with their nearly seven-year separation.



The Grey Area

One person's date can be another's rape

by Lynne Bohlman DeWilde

How could such a pleasant evening have ended so tragically? What had gone wrong, Erika wondered.

She and Joe had lingered over the good food, wine, and conversation at dinner. The party afterward was a lot of fun. She really liked Joe and enjoyed kissing him later in his room. But she hadn't wanted to have sex with him. Why hadn't he taken "No" for an answer? Why didn't he stop?

Erika is "lucky," however. Her experience with date (or acquaintance) rape—defined as forced, unwanted sexual intercourse with a person the

victim knows—is fictional. She and Joe are characters in the videotape *The Grey Area: His Date/Her Rape*, produced by NTID specifically for deaf college and high school students to educate them about and suggest strategies for preventing date rape—an issue of serious concern on college campuses nationwide.

Several national studies indicate that approximately 20 percent of college women experience forced sex during or before college. On campuses across the country, a rape occurs every 21 hours. A large majority of on-campus rapes are date/acquaintance rapes.

In addition, it is widely believed that

90 percent of all date rapes are never officially reported.

When Tanya Cross, a second-year cross-registered business management student from Los Angeles, was raped at age 15 by her boyfriend of three months, she never reported it.

Although she experienced shock, disgust, and depression, Cross, now 19, also didn't tell her mother about what had happened until a while later.

"I was depressed for a long time," she says. "I was afraid to tell her. I was afraid of what she might think of me. I was still feeling cheap. I thought I had done something wrong. After I talked to my mom and friends, I realized that I had experienced date rape."

RIT is not immune

The Grey Area videotape is unique nationally because this topic has never before been addressed by a cast who all are deaf and use American Sign Language. However, this, by far, is not the first effort made by RIT to address the issue of date rape on campus.

Informational programming has been available in residence halls and through NTID's Summer Vestibule Program (SVP) for several years.

Still, like many other college campuses across the country, RIT struggles to eliminate the problem.

Of the six date/acquaintance rapes reported on campus in calendar year 1992, none ultimately resulted in formal judicial sanctions for sexual misconduct, according to Dr. Stan McKenzie, RIT's director of judicial affairs, although counseling and educational programs were mandated in some instances.

Additionally, four of the incidents were investigated by outside law enforcement agencies. In only one case was sufficient evidence found to present to a grand jury, which declined to hand down an indictment.

However, in four of the cases, McKenzie found sufficient cause to impose sanctions for associated misconduct, typically related to alcohol or drug use.

"Almost by definition," McKenzie says, "college date rapes involve alcohol and are situations of 'he said/she said.'"

"The women feel victimized regardless of the findings," he adds. "In some cases, they may be victims as a result of alcohol use or their own actions, but they're victims nonetheless. There's no doubt that the victims genuinely feel that they were raped."

McKenzie further illustrates the complexity of the problem by pointing out that the men accused of date rape sometimes feel like victims also.

"Some men experience feelings of confusion, complete innocence, anger at being accused, and a feeling, in their minds at least, that they have been part of an appropriate and consensual act."

A complex equation

Alcohol, and therefore impaired judgment, undoubtedly is a factor in a majority (one study estimates the figure at up to 80 percent) of date/acquaintance rapes. However, deterring rape is not as simple as abstaining from alcohol use.

Many other complex factors also are part of this problematic equation.

"There's still a lot of mystery around dating and sex," says Ellie Rosenfield, chairperson of NTID's human development department, which, along with the Institute's instructional television and media services department, produced *The Grey Area*. "People are afraid to communicate clearly what they want and what they don't want."

As an example, she offers, "Say a student is making out and kissing. She's enjoying the kissing and getting excited, but she isn't interested in doing X, Y, or Z. Unfortunately, she doesn't

communicate that clearly, so her partner takes the passionate kissing to mean that it's OK, that she wants to have sex."

In addition to miscommunication, a lack of assertiveness and self-responsibility can be a problem, especially for students who are experiencing the freedom of being on their own for the first time.

"High school seniors and college freshmen are very vulnerable to wanting to be accepted, wanting to be popular, and they get themselves into situations that when they're 30, they think, 'How dumb of me,'" says Marsha Young, instructional developer on the videotape project. "They get in so far that they can't figure how to get out without embarrassing themselves or their dates."

Not surprisingly then, notes Donna Rubin, coordinator of RIT's REACT (Rape Education and Counseling Team, which last academic year was contacted by 10 students who said they had experienced date rape), freshmen and sophomores make up the majority of date rape victims.

"Young college students often have difficulty closing a date. There's no longer a curfew to make the evening end," says Rubin, also mental health counselor in the psychological services department.

Other students may lack awareness of the consequences of their actions.

"When they arrive here, students' attitude is to have fun," says Mark Tauscher, SVP resident director and graduate business administration student. "They don't clearly understand what's right and what's wrong. Their intent generally is not to hurt anyone. It's more a lack of awareness and maturity. They don't realize how serious it can be, that they must have consent in order to have sex."



A date gone too far "Erika" and "Joe," characters in NTID's videotape *The Grey Area: His Date/Her Rape*, demonstrate the potential consequences of miscommunication during a date: unwanted sex and legal prosecution.



Suggestions for avoiding being a victim of date rape

DOs



DON'Ts

Do communicate directly if you don't want to have sex.

Consent



Don't be pushed into sex.

Do try to avoid any alcohol or drugs.

Alcohol & Drugs



Do control your drinking.

Don't use alcohol or drugs to make yourself more comfortable, less shy.

Do respect your partner's choice of clothing without making judgment.

Appearances



Don't assume a rapist looks a certain way.

Do notice your partner's attitude and behavior toward you.

Behavior



Don't hang out with someone whose behavior is offensive.

Do make sure you can leave at any time.

Communication & Control



Don't go to a place that is hard to leave.

Do tell a friend where you're going.

Don't be afraid to communicate clearly.

Do be firm!

Do discuss what you want and don't want.

These suggestions are reprinted from the instructor's manual that accompanies The Grey Area: His Date/Her Rape videotape.

Graphic by Marie Buckley



Suggestions for avoiding being accused of date rape

DOs



DON'Ts

Do ask directly if your partner wants to have sex.

Consent



Don't assume s/he is in agreement or that "no" means "yes."

Do try to avoid any alcohol or drugs.

Alcohol & Drugs



Do control your drinking.

Don't use alcohol or drugs to get your date into bed.

Do respect your partner's choice of clothing without making judgment.

Appearances



Don't assume if your partner looks sexy, it's an invitation.

Do be respectful of your partner.

Behavior



Don't view your partner as an object.

Do pay attention to her/his responses.

Don't push yourself on her/him.

Do make sure you are in a safe place.

Communication & Control



Do discuss what you want.

Don't trap your partner.

Don't try to change your partner's mind.

In addition, society continues to promote a double standard that "boys will be boys" and that women aren't supposed to "give it up."

"I think it would help tremendously," says Young, "if campus leaders both within Greek organizations and athletic teams modeled a behavior and attitude that said, 'Communication is important in a dating situation. Think of ways to confirm whether your partner wants sex and practice those.'"

Mutual consent

Based on her experience in making presentations to students on the topic of date rape, Patricia Durr, assistant professor in the human development department and author of *The Grey*

Area videoscript, finds that men and women have quite different attitudes about and reactions to the topic of date/acquaintance rape.

Women, she notes, tend to be more vocal about the issues of power and disrespect.

Men, on the other hand, express fear about being falsely accused of rape and often create scenarios in an attempt to excuse their behavior and place blame on the victims.

"Men tend to cling to the 'What ifs...,'" Durr says, "because if they accept what I'm talking about as a reality, it will require that they do some introspection and self-analysis and ultimately change their behavior. It's a lot easier

to say, 'The picture you've painted is wrong.'"

As an example, Durr offers one man's rationale that if both a man and woman were drunk, and nonconsensual intercourse occurred, then no one would be at fault.

Durr responded with a "What if..." of her own. She pointed out to the student that if she shot him after the two of them had been in a bar drinking and the man had picked a fight with her, she still would be responsible for her action even though they both had been drinking and he had provoked her.

Still, REACT's Rubin can understand men's fear of being falsely accused, and so she counsels them to be sure they have a consenting partner.



Education is the key Marsha Young, left, and Patricia Durr teamed up to write the script for and develop NTID's *The Grey Area* videotape specifically to appeal to deaf students.

"We need to train men to look for consent," she says. "It's not right to put the burden solely on women to protect themselves. Men have a responsibility for behaving in a way that is respectful of women."

The importance of stable relationships also needs to be emphasized, adds Durr.

"I know it sounds old-fashioned," she says, "but it relates to concerns other than date rape, including AIDS and the confusion students experience about their own identities and self-worth. More emphasis needs to be placed on developing good relationships. That doesn't necessarily mean that you need to commit to long-term relationships only, but that you come to a mutual understanding of how you want to relate."

"That's a little harder to teach, though, than 'Don't drink so much.'"

Education, education, education

If education is the key to preventing date/acquaintance rape, then *The Grey Area: His Date/Her Rape*, while not the entire answer, may help to unlock many doors for deaf students.

The video presents two dramatizations of date/acquaintance rape situations interspersed with discussions by two narrators of the factors that led to rape in each case and strategies for preventing such incidents.

For its developers, it was particularly important that the video appeal to both genders and not point the finger of responsibility at one gender or the other.

"Date rape isn't a women's issue or a men's issue," says Rosenfield. "It's a relationship issue."

It also was critical that the video be particularly attractive to its target audience—deaf students. Thus, the video is performed and narrated entirely in American Sign Language with open captions.

"In the past, videos all used hearing students and weren't captioned," says Matthew Daigle, who portrays Joe in *The Grey Area*. "Deaf students would think, 'Ah, that's for hearing people.' Wrong! Everyone has a problem with date rape," adds Daigle, third-year student in the professional and technical communications program currently on leave to perform with Sunshine Too, NTID's traveling theater troupe.

Narrator Renee Barnes, 1993 social work graduate and currently a graduate student in the human resources program, agrees. Hall director of the Mark Ellingson-Peter N. Peterson-Alexander Graham Bell residence complex, she became involved in the video program because she felt strongly that it was important for deaf women to represent their community.

"That information coming from a deaf person makes the videotape very powerful," she says. "Deaf viewers feel more involved if they can see the communication."

The video, which was shown in all residence halls during last summer's orientation program, also has been made available to NTID teachers upon request and is being marketed nationally as well.

Certainly, the video had a huge impact on Tanya Cross, for whom it brought back a lot of old feelings.

Cross, who was 1993's Miss NTID, decided to share her experience in an effort to help others, and she is confident the video will help as well.

"The video [in addition to taking a self-defense course] helped boost my self-confidence. It's important that we all be aware of the issue and of the dangers."

"I don't feel guilty anymore because I know he's the one who made the mistake," she adds. "I was the victim. I feel positive now because I've done something for myself. I won't ever let myself be in that situation again." ■

Editor's note: The Grey Area: His Date/Her Rape videotape and instructor's manual can be ordered for \$30 from RIT Campus Connections:

(716) 475-2504 (V)
475-7071 (TTY)
475-6499 (FAX)

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**Deaf RIT and Russian artists
break down barriers and
build bridges through a**

Heartful Exchange

by Susan Cergol



It was like coming home after a long day to enjoy a hearty Russian meal: rich caviar and thick slices of dark wheat bread, steaming bowls of borscht, and plates piled high with stuffed cabbage rolls, known as *golubsey*, and meat dumplings smothered in sour cream.

From the start of last fall's historic cultural and artistic exchange between deaf Russian and American artists, it was clear that all were hungry to share their varied experiences and savor their common bonds.

The first-ever USA/Russia Deaf Artists and Artwork Exchange gave deaf artists from RIT and Russia an opportunity to exhibit their work in each other's countries and to share artistic techniques and cultural experiences. From October 11–November 5, 32 deaf students from NTID's visual communications programs and RIT's College of Imaging Arts and Sciences displayed their artwork in the Moscow Lion's Club while 40 of their deaf peers from Moscow and St. Petersburg showed their work in NTID's Switzer Gallery.

"The exchange was a wonderful opportunity for deaf artists," says Tracey Salaway, a graduate student in animation at RIT whose illustration "Magic Candles" was exhibited in Moscow. "We saw that the Russian/American wall has been taken down, and now we are building a bridge between Russian and American artists."

Russian woodworker Vyacheslav Isachenkov, whose intricately carved jewelry box and mirror were exhibited at NTID, was equally moved by the experience.

Bicultural exhibit NTID students joined Russian artists in the Switzer Gallery October 11 while a similar group gathered in Moscow for the opening ceremonies of the USA/Russia Deaf Artists and Artwork Exchange, which were broadcast simultaneously via a Cable News Network satellite. Inset, word of the "Russian-American Exhibit" was spread in Moscow through this promotional postcard.

"I saw everything with my own eyes, and I was completely stunned at the high level of American artwork on exhibit in Russia," he says. "I hope that our relationship with deaf American artists will continue."

In addition to the artwork, a contingent of artists and organizers from each group traveled to the other country to participate in the exhibits' opening ceremonies on October 11, which were broadcast simultaneously via an elaborate satellite uplink made possible by Cable News Network (CNN) and members of NTID's instructional television and media services department.

"This exchange opened a door between two cultures and allowed people to learn more about themselves by learning about others," notes Dr. Thomas Raco, director of NTID's Center for Technical Studies, who played a pivotal role in planning and organizing the event. "It used technology to bring people together and art to bring spirits together in a way that can only invigorate and stimulate everyone."

Such flourishing remarks fit well with the Russian tradition of offering numerous toasts before and during a meal, and there were many such opportunities during the week the NTID group traveled to Russia and their counterparts visited Rochester, New York.

"In Russia, toasts are very significant," says Raco. "They allow people to say what's really in their hearts."

"Our main goal was to establish contact between you and us. The road to this was very hard, long, and accomplished. May you, our dear friends, always have a lot of love surrounding you."

Tamara Fedorova, chief specialist of the All-Russian Federation of the Deaf

There was good reason to toast the event's success. The staging of simultaneous art exhibits and opening ceremonies in two locations on opposite sides of the globe was a monumental

Linked by Technology, Bound by Art

by Susan Cergol

The technological highlight of the USA/Russia Deaf Artists and Artwork Exchange took place October 11 when a complex satellite system allowed for a real-time exchange of greetings between deaf artists at NTID and their peers in Moscow.

The live television program, which showcased the technical and engineering talents of NTID's instructional television and media services department, was the result of a transcontinental collaboration between NTID and Moscow's Cable News Network (CNN) bureau.

The unique opportunity offered by the exchange captured the imagination of CNN executives, and the network responded enthusiastically to NTID Director William Castle's proposal to Ted Turner, chairman of the board of Turner Broadcast Systems, by agreeing to donate its satellite time and the services of its Moscow bureau to the endeavor.

With David Conyer, coordinator of television production, at the controls in Moscow, and Chris Nuccitelli, senior television producer/director, on the other end of a phone line at NTID, the 25-minute broadcast played like a finely tuned ensemble, moving smoothly between taped and live segments shot alternately in NTID's Switzer Gallery and Moscow's CNN studio.

Behind the apparent ease of the program, however, was an intricate pattern of broadcast signals bouncing between space satellites and various points on Earth.

Originating in Moscow, the signal was transmitted to CNN's Atlanta studio via the Russian satellite Intersputnik. The signal then was sent back up to space to a domestic satellite and transmitted to NTID.

In turn, the signal originating at NTID was sent to a broadcast company in New York City via the domestic satellite, then transmitted to Moscow by way of Russia's Intersputnik.

In addition, to provide real-time television access to deaf viewers, two captioning specialists were employed: one in Toronto, who received the signal from NTID by phone; and another in Honeoye, New York, who was connected via a television satellite dish.



David Conyer

Of course, for the exchange to be meaningful to all participants—deaf and hearing Russians and Americans who spoke and signed different languages—voice translators and sign language interpreters were required on both ends to facilitate communication.

Conyer believes that the event has opened up many exciting artistic and technological possibilities for NTID students.

"This was the first simultaneous two-way satellite uplink ever staged at NTID, and we should be very proud of what we were able to accomplish," he says. "I believe it will open doors for future long-distance learning opportunities with other countries."

NTID Dean James DeCaro summed up the magnitude of the technological mechanics as well as the cultural value of the exchange in his opening remarks of the broadcast.

"Today, as we open this joint exhibition," he said, "we are linked together through technology, but more importantly, we are bound together by our common interest in the free expression of ideas through art."

feat of organizational expertise and technological proficiency.

Culminating two years of planning and organizing under the leadership of Raco and Fedorova, the event actually had its beginnings in 1989 when a group of NTID students and faculty and staff members visited the former Soviet Union and met a number of deaf artists there.

Following that visit, Raco received a letter from deaf Soviet art students suggesting an exchange.

"Members of our youth club are very interested in the life and culture of students in other countries," they wrote. "Accordingly, we would very much like to establish contact with American deaf students interested in the arts."

Two years later, in 1991, Raco traveled to Moscow and met with Igor Abramov, president of the Moscow Society for the Deaf, and several deaf Russian artists to formalize plans for the exchange. At that time he also met Fedorova—who was among the Russian delegation to travel to NTID last fall with the exhibit—and the joint international coordinating committee was established.

"All of us here are different now—we have been anticipating this meeting for a long time. This was an exchange of visual works and an exchange of our hearts."

Sidonie Roepke, assistant professor in NTID's imaging arts and sciences support department

Two working teams were set up to plan and organize the event. The Russian team consisted of members and representatives of the All-Russian Federation of the Deaf, including Mila Kibardina, Lubov Korosteleva, Volodya Rakhov, and Konstantin ("Kostya") Vetchinkin, who later served as gracious hosts as well as insightful guides and interpreters for the NTID delegation that visited Russia.

Instant celebrities Lael White, seated beneath her black-and-white photographs, and Tracey Salaway, foreground, discuss their artwork and autograph copies of the exhibit catalog during the opening reception held in the Moscow Lion's Club.

The core of NTID's team was made up of Paula Grcevic, associate professor in the applied art and computer graphics department, and Roepke, who were responsible for choosing the artwork to be exhibited and coordinating design and production of an exhibit catalog, which was written in both English and Russian.

"We chose artwork that represents the diversity of RIT's art programs, including both fine and applied arts," says Roepke, noting that the innovative paintings, photographs, and computer-generated artwork that was displayed in Moscow reflects the Institute's encouragement of experimentation with new techniques and mastery of materials.

On the other hand, she points out, the Russian artwork on display at NTID—including replicas of religious icons, landscape and portrait oil paintings, and Russian lacquer pieces—reflected a traditional approach with an emphasis on classical training.

"Both Americans and Russians seemed hungry to learn about each other," says



Grcevic, who was among the group to visit Moscow and St. Petersburg. "It's important for students to be exposed to different ideas and styles."

"Today there is a rainbow between our two countries. I would like to congratulate all the artists on the opening of our new exhibit."

Lubov Korosteleva, deputy chairperson of the All-Russian Federation of the Deaf

Despite the violent clash between Communist hardliners and Russian President Boris Yeltsin the week before the scheduled journey, the NTID group was assured that all had quieted down in Moscow and, fueled by a combination of excitement and nervous anticipation, went ahead with plans to travel on October 6.

In addition to Raco and Grcevic, travelers included art students Salaway and Lael White as well as Susan Cergol, coordinator of publications in the

marketing communications department, who covered the story for *FOCUS* magazine; and David Conyer, coordinator of television production in the instructional television and media services department, who directed the CNN satellite broadcast from Moscow.

The effects of the attempted Communist take-over of the Russian Parliament could be seen throughout the vicinity of the White House—half-blackened from the fiery battle that had taken place days before—where military tanks and armed soldiers kept the peace through a vigilant patrol of the area. The only other sign of the recent unrest was an 11 p.m. curfew mandated throughout Moscow.

The difficulties of everyday life resulting from the dramatic economic and political changes that have swept the country over the past few years could be seen in the often somber expressions of the Russian people. Still,



Finding a common language Dr. Thomas Raco expresses his appreciation to Lubov Korosteleva for her part in planning the exhibit as well as her warm hospitality to the NTID travelers.



Art history in the making Paula Grcevic compares notes with fellow art history teacher Nikolai Suslov at the St. Petersburg Rehabilitation Center of the Deaf.

their hope and faith in a brighter future was apparent, particularly among the deaf Russians who hosted the NTID group with generosity and a genuine desire to develop closer ties with their American comrades.

The main purpose of the trip was to personalize and solidify those new ties and participate in the opening ceremony of the exhibit in Moscow, which was attended by artists and dignitaries as well as event organizers. Also in attendance were members of the Moscow media, and later that evening news of the exhibit was televised across the country.

Among the officials to address the audience was Korosteleva of the All-Russian Federation of the Deaf.

"We always say that culture will save the world and art will bring people together," she said, "especially deaf people, who, as a rule, always can find a common language. Even if we cannot hear, the force of wisdom and the force of our hands are what bring us together and will make our friendship happier and stronger over the centuries."

Following the formal remarks, guests mingled and viewed the RIT artwork with great interest. To their surprise and slight embarrassment, artists Salaway and White were treated as celebrities by gallery visitors who were excited to get close to the Americans and ask them to autograph copies of the exhibit catalog.

"After the previous toast, I swallowed the words from the champagne, and they went into my heart and became part of my memories."

Lael White, second-year photo/illustration student

In addition to the exchange made possible through the formal opening ceremony, equally significant was the opportunity for informal meetings and discussions with deaf Russian artists.

"The Russian artists were thrilled to meet and talk with us," says Raco. "Their excitement lit a fire within us throughout the trip."

Enthusiasm and motivation went a long way toward facilitating communication among deaf and hearing people

who spoke and signed different languages. Through gestures and facial expression, the two groups gradually learned a bit of each other's languages, and everyone was able to communicate with the aid of Russians who spoke English and signed Russian as well as Americans who could sign English.

The Russians were eager to share their artwork and discuss their artistic influences and techniques. They also were immensely proud of their country's cultural heritage and took pleasure in showing the American visitors their national treasures in the Tretyakov Gallery in Moscow and the Hermitage Museum in St. Petersburg as well as the famed monastery in the village of Sergei Posad (formerly known as Zagorsk).

Salaway and White, in turn, enthusiastically shared their skills and experiences.

Salaway demonstrated her computer animation work to the delight and amazement of the Russian artists. White struck up an immediate friendship with Moscow photographer Oksana Smidovitch, and they shared photographic techniques and also learned each other's manual alphabets.

In addition, Salaway and White were happy to teach the American Sign Language "I Love You" sign to their new Russian friends as an expression of pride in Deaf culture.

"The Russians just now are starting to have more opportunity to express their feelings as deaf people," notes Salaway. "They are going through what deaf Americans already have accomplished by learning about deaf pride."

"A toast to friendship: friendship of the arts and friendship of the heart!"

Lydia Sinitzina, director of the St. Petersburg Rehabilitation Center of the Deaf

Although their visit to Russia lasted just six days, the NTID group did have an opportunity to leave Moscow for a brief visit to the St. Petersburg

"Good morning, Rochester. Good afternoon, Moscow."

by Deborah R. Walzer

With these words and signs presented both in Russian and English, NTID Dean James DeCaro inaugurated the opening ceremonies of a historic art exchange that linked two nations.

Stateside, NTID's Switzer Gallery was packed the morning of October 11 with the visiting seven-member Russian delegation of artists and exhibit organizers, deaf RIT students whose artwork was on display thousands of miles away in the Moscow Lion's Club, and NTID faculty and staff members who brought their good wishes to this stirring international event.

"My heart almost cried when I first saw the beauty of your artwork," fourth-year graphic design student Sin-Yi Ko told her compatriots in Moscow via a Cable News Network (CNN) satellite uplink. "Stand firm for what you believe, and always keep your minds and hearts free."

As the greetings and remarks via CNN ended, artists immediately mingled to share stories and information, admire and explain the displayed Russian artwork, and autograph one another's art exhibit catalogs.

"When an RIT student asked one of the Russian artists to autograph the catalog, it started a spontaneous flurry of exchange," says Sidonie Roepke, assistant professor in the imaging arts and sciences support department, who helped organize the Russians' visit to NTID. "I was amazed at the interaction. Everyone was trying to communicate, and it seemed that the artwork was the common language. It was a very emotional moment."

Poignantly, as cameras flashed and videocassette recorders whirled, a small cadre of artists clustered for a group photograph. Within seconds, the group magically grew, as Russian and American artists drew close to one another to form a magnificent tableau.

"This exchange was such an important event because, in our age of technology, we demonstrated that communication is possible between people in two countries that are 4,000 miles apart," says Maria Shustorovich, assistant professor in the physics and technical mathematics department and one of the exchange organizers. "The exchange solidified our human relations, which is so important for building a future society."

Rehabilitation Center of the Deaf and, sweeping 400 miles through an early autumn landscape on an overnight train ride, a taste of the vast Russian countryside.

The travelers were met at the train station by Sinitzina and the center's assistant director, Valentina Bogdanova, who led them on a tour of the center and introduced them to some of the school's art teachers and students.

The residential center, which offers programs in art and education for high school- and college-age deaf students as well as an interpreting program for hearing students, is located outside St. Petersburg in the historic and picturesque town of Pavlovsk. It was there that Empress Maria Fiodorovna, daughter-in-law of Catherine the Great, founded the country's first school for deaf students in the early 1800s.

Despite being somewhat isolated by geography and limited resources, students at the school increasingly are being exposed to new ideas and greater educational opportunities, thanks to Sinitzina's efforts.

Sinitzina not only welcomes international visitors to the center, she also travels herself—including a visit to Rochester, New York, in 1990 for the International Congress on Education of the Deaf—making contact with deaf people around the world. In addition, she continues to add to her impressive collection of publications such as NTID's *FOCUS* magazine, Gallaudet University's course catalogs, and books about Deaf culture as well as other souvenirs from her travels abroad.

"Someday we hope to open a gallery to exhibit all these items so that deaf students here will see that we are making contact with deaf people in other parts of the world," she says.

The value of such contact from both perspectives was apparent as the NTID group toured the center's art studios and, later, met with students to talk about art and educational opportunities in each country. Seeing their mutual enthusiasm, Sinitzina extended offers to Salaway and White to return to the school as art teachers.

"I'm interested in teaching photography there after I finish school," says White. "I definitely want to keep in touch."

While Salaway considers her options, she notes that her experience seems to be just the beginning of many more opportunities for future faculty and student exchanges.

"It was inspiring to meet with talented deaf artists and students," she says. "The door is open for anyone to go after us."

And that is precisely what Raco envisions for deaf Russian and American artists.

"Today represents the first day in a new relationship," he says. "When our Russian guide, Kostya, dropped us off at the airport, we said, 'Goodbye,' but he said, 'No—hello!' That's the message we want to have as we part—not one of goodbye, but one of hello. To us!" ■

Working Side by Side

NTID workshops help deaf employees climb the career ladder

by Pamela Seabon

Patricia Grandbois was nervous about hiring and working alongside deaf employees...until she attended the workshop *Working Together: Deaf and Hearing People*, presented by NTID's Center on Employment (NCE). Eight years and nearly 10 NTID student employees later, Grandbois looks forward to summers working with the Institute's talented deaf students.

"The workshop was extremely informative and useful for me and my staff," says Grandbois, supervisor in the word processing department at People's Gas in Chicago. "We learned strategies to help make the department comfortable, accessible, and productive for everyone."

"Patricia and one of my co-workers took the time to learn a little sign language," says second-year business occupations student Nanette Comella, who worked at People's Gas as a cooperative work experience (co-op) student last summer. "The 15 people I worked with in the word processing department were understanding and very helpful. We all communicated successfully."

People's Gas, a natural gas company that provides energy to thousands of homes and businesses throughout Chicago, was introduced to NTID in 1985 when an NCE career opportunities advisor interested in expanding employment opportunities for NTID students and graduates contacted the company. In addition to discussing the technological and social skills that would fit with the needs of People's Gas, the advisor

promised that NTID also would help the company provide an effective and comfortable work environment for everyone.

"Often after our initial contact with companies, employers are interested in learning more about Deaf culture and how they can work more effectively with deaf people," says Elizabeth Ewell, manager of NCE. "Because we know that many employers are not familiar with the needs of deaf employees, we offer workshops to provide them with strategies for facilitating communication and making the workplace more comfortable and accommodating for everyone."

"The goal of our workshops is to facilitate the successful employment of our students and graduates and to enhance successful work relationships among hearing and deaf individuals."

"The goal of our workshops," adds Ewell, "is to facilitate the successful employment of our students and graduates and to enhance successful work relationships among hearing and deaf individuals."

Presented across the country by NCE career opportunities advisors and other Institute personnel, the workshops are targeted to supervisors, human resource personnel, trainers, and others who work alongside deaf employees. The workshops are offered on a community-wide or individual employer basis through NCE's Employer Outreach and Spring Training Projects.

This year the outreach workshops will be presented in Phoenix, Arizona; the San Francisco Bay area in California; and St. Louis, Missouri. Additional sites will

be added later this spring specifically for employers who anticipate hiring NTID students and graduates this summer.

Working Together: Deaf and Hearing People as well as two other workshops—*Train the Trainer for Working Together: Deaf and Hearing People* and *Climbing the Career Ladder*—grew out of the evolving needs of deaf and hearing people working professionally with one another.

Working Together

Working Together was developed in 1983 after the Institute found that many of the approximately 95 percent

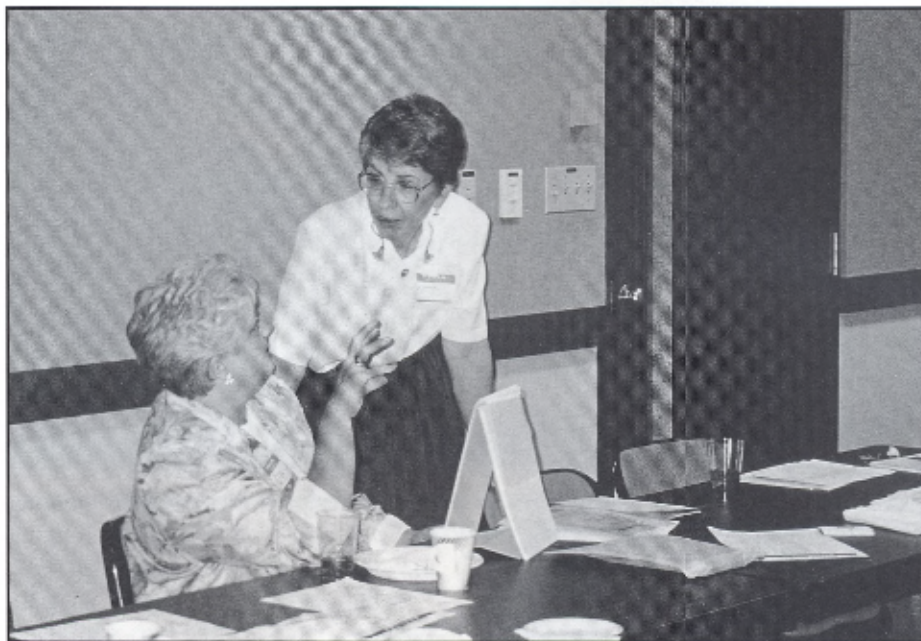
of graduates who enter the work force experience feelings of alienation and frustration while on the job.

"Our students

often were entering workplaces with people who had never met a deaf person before," says Linda Iacelli, NCE's coordinator of employer outreach and training. "These individuals knew nothing about deaf people or how to facilitate workplace accommodations."

"We developed *Working Together* as a way to introduce employers and co-workers to deaf people as capable, competent professionals," Iacelli explains, "as well as a way of offering information and experiences that heighten awareness about the needs of deaf employees."

The half-day workshop, usually conducted by a team of two NCE career opportunities advisors or other Institute personnel, covers five topics: "Working Together," "Understanding



Heightened awareness Lynne Morley, senior career opportunities advisor, standing, guides a "Working Together" participant through one of the workshop's eye-opening listening exercises.

Deafness," "Essentials of Communication," "Perspectives on Deafness," and "Integration and Accommodation." The topics are supplemented by a variety of videotape programs and other media.

Workshop attendees participate in a variety of exercises intended to give them a better understanding of what it's like to be deaf and the communication needs and experiences of deaf people.

"What affected me most throughout the workshop," says Dave Fisher, director of education and development at Bank One in Youngstown, Ohio, "were the sensitivity exercises in which participants were allowed to simulate the experience of being deaf."

An effective and rather popular exercise, says Iacelli, is one in which a group of participants is called to the front of the room. One person wears a headset

that produces "white noise"—similar to the sound of hissing steam—which masks speech and environmental sounds. The group then develops strategies to communicate with the "deaf" member of the group.

"That exercise had the most profound impact on me," says Fisher, who took the workshop in 1987. "It made me realize how challenging it is being deaf and living in a hearing world."

Other segments of the workshop expose participants to speechreading techniques and topics related to Deaf culture, including heritage, values, identity issues, and contributions.

In addition to practicing strategies that help integrate a deaf colleague into the workplace, attendees gain knowledge of the various equipment and services—the use of TTYs (text

telephones), electronic mailing systems, and interpreting services, for example—that can be used to better accommodate deaf people.

Attracting 20 to 30 people each time it's offered, *Working Together* continues to get rave reviews from participants.

"The workshop is right on target in terms of providing companies with helpful suggestions for making work environments accessible and productive for everyone," says 1992 workshop participant Patrick Hughes, director of operations for the computing division at Cray Research in Eagan, Minnesota.

Train the Trainer

Companies with several deaf employees or organizations that serve deaf people often want to offer their own training to supervisors and co-workers. To serve such needs, NTID offers *Train the Trainer for Working Together: Deaf and Hearing People*.

The daylong *Train the Trainer*, created in 1987, includes a morning session during which *Working Together* is offered and an afternoon session during which participants, who come from companies such as Hewlett-Packard, Xerox, and IBM, practice presenting the information themselves.

Armed with a trainer's manual and 20 participant manuals as well as videotapes, audiotapes, and transparencies for overhead projectors, *Train the Trainer* attendees are on their way to becoming qualified workshop presenters by the close of the day.

"The new trainers can reach audiences that NTID may not have the time or resources to contact," says Iacelli. "*Train the Trainer* was developed in response to needs expressed by employers and service professionals for a vehicle to facilitate hiring deaf individuals and training managers who work directly with them."

Bank One's Fisher, who took *Working Together* and *Train the Trainer* seven years ago, has since presented five *Working Together* workshops to employers throughout Ohio.

"Many employers who've attended the workshops have hired deaf people," he notes as evidence of the workshops' success.

Climbing the Career Ladder

With enhanced accessibility, many deaf employees are seeking greater professional responsibility and upward mobility, yet may not know how to obtain them.

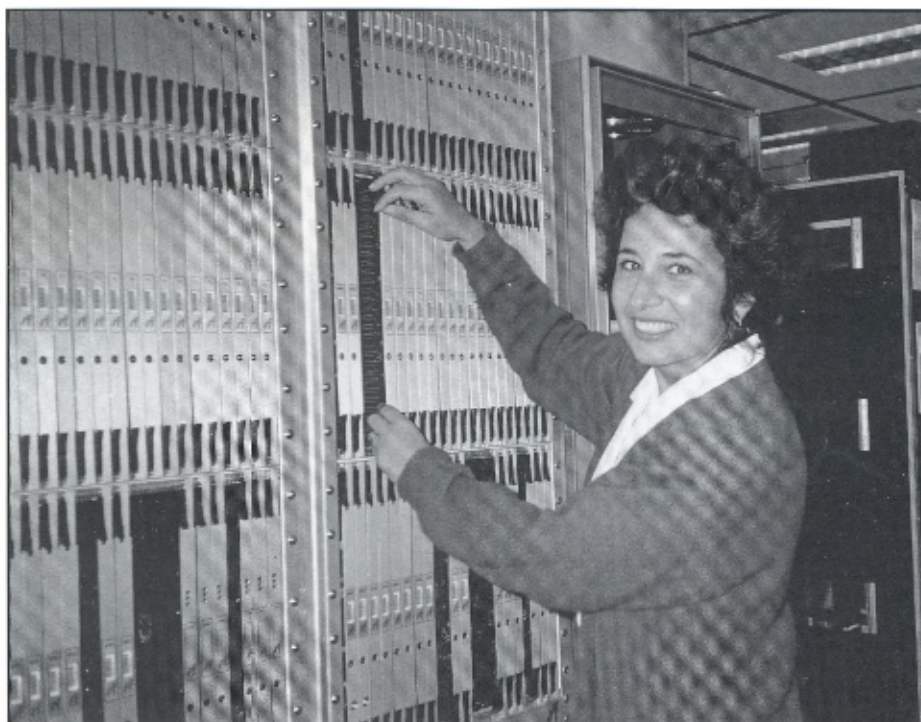
Enter NCE's five-year-old workshop *Climbing the Career Ladder*.

"The workshop was developed for deaf individuals who want to learn strategies for career advancement or for changing careers," says Senior Career Opportunities Advisor Frances Richardson, who oversaw development of the workshop.

"These professionals may have the skills and talents needed to achieve their goals, but may not know how best to demonstrate these skills to employers," adds Career Opportunities Advisor Gary Meyer.

Meyer and other NCE staff members and Institute representatives conduct four to six workshops each academic year, helping participants identify and assess their skills, set short- and long-term goals, and develop strategies for career enhancement and mobility.

"Many employees who attend the workshop already have ideas about what must be done in order to achieve their goals," says Meyer. "The workshop provides structure to their ideas and, through group discussions and exercises, makes additional recommendations that can help lead them to success."



One rung at a time Graduate Cynthia Jeffery says she is more confident on the job now that she has attended NCE's "Climbing the Career Ladder" workshop.

After attending *Climbing the Career Ladder*, presented by Meyer in Atlanta last September, 1973 business administration graduate Cynthia Jeffery, a computer programmer at AT&T Bell Laboratories in Holmdel, New Jersey, felt more confident and empowered.

"I realize that I must take the initiative and work hard to accomplish my objectives," says Jeffery. "Now I don't wait on others to do things for me. I do them for myself."

A 'win-win' situation

In educating employers about the needs of deaf employees, NCE is further enhancing employment opportunities for NTID students and graduates.

"Our basic idea," says Senior Career Opportunities Advisor Paul Seidel, who co-presented *Working Together* and *Train the Trainer* in the Raleigh-Durham, North Carolina, area in February 1993, "is to increase employers' willingness to welcome a deaf person to their staff. We

show them that deaf people are capable and have numerous talents to offer."

Cray Research's Hughes learned that lesson well. After attending a *Working Together* workshop two years ago, he hired five students for co-op positions the following summer.

"The students had the skills we needed to help keep the computing department running well during their 10-week stay," says Hughes. "And thanks to the information shared during the workshop, my staff had the basic skills necessary to create a comfortable and productive work environment for everyone." ■

A Handful of Stories

Interpreters share their most memorable assignments

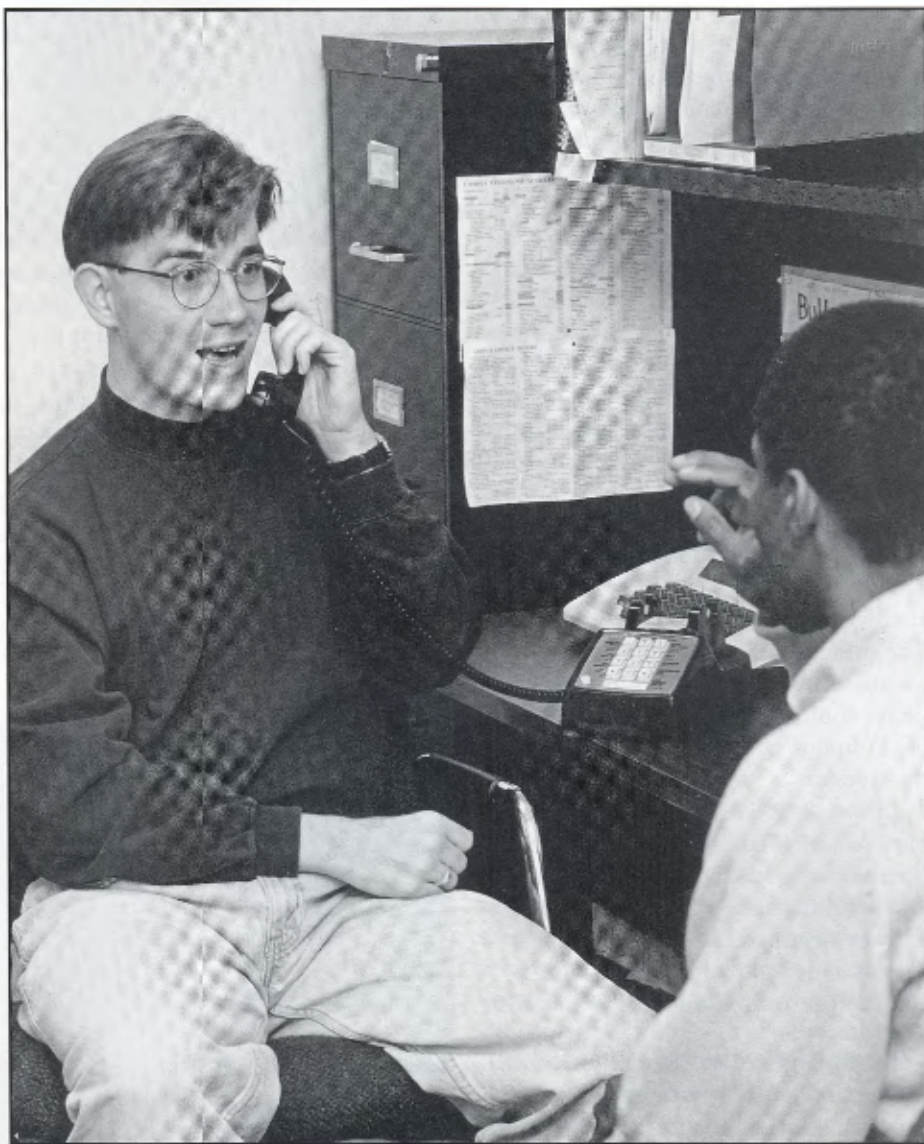
by Kathryn Schmitz

Interpreters often find that they need more than their skills in sign language and information processing to do their jobs. In facilitating communication among deaf and hearing people, they sometimes work in situations requiring great poise, courage, flexibility, and caring.

Interpreters have experienced the glamour of working onstage with musical performers and the tenderness of keeping a small child company during surgery. They have been required to keep their cool while a judge chastises them for voicing a profane defendant's testimony or while a deaf patient undergoes a surgical procedure. They have continued to interpret even while not understanding the vocabulary and discussion during business meetings. And they have been rewarded by their participation in deliveries of babies and professional presentations.

Even the most typical assignment can challenge the best of interpreters. No matter how exciting or mundane the assignment, however, interpreters must remain professional. They are bound by the Code of Ethics of the Registry of Interpreters for the Deaf Inc., which demands confidentiality, clarity, neutrality, and good judgment.

NTID has a long history of providing interpreters with the skills required by their profession. In 1969, the Institute established the country's first interpreter training program, a forerunner of the Basic Interpreter Training Program (BITP), which was established in 1972. The BITP, offered until 1988, was an intensive summer session designed to teach interpreting skills needed by RIT



On the phone Aaron Brace interprets a telephone call.

students at a time when there were far fewer professional interpreters than there are now. Since 1981 NTID has offered an associate in applied science degree in educational interpreting.

The best of training, however, may not prepare interpreters for some assignments. On the following pages, graduates of NTID's interpreter training programs share their memorable assignments.

Aaron Brace, 1985 educational interpreting graduate, is interpreter for the department of linguistics at the University of Rochester. In the past, he has interpreted in RIT classrooms and in the Rochester community and performed for one year with Sunshine Too, NTID's traveling theater troupe.

I'm just a conduit

While I was an interpreting student at NTID, I would interpret telephone calls for deaf students at the on-campus relay center. A student would dial the phone number and hand the handset to me, and I would interpret the call, signing to the student and speaking to the person on the other end.

One time, a student dialed the number and handed me the phone. The person who answered spoke Spanish. I said to the student, "This person is speaking Spanish; I can't speak Spanish!" The student said, "Oh, that's okay, just mouth what you hear." I told the student I couldn't interpret a language I didn't know, which seemed to surprise the student....

Other strange relay situations were ones in which I'd have to interpret calls from deaf girls to their hearing boyfriends and say things like, "I love you, honey" to these hearing men. But the couples never seemed too bothered by the circumstances, only occasionally amused.

When all goes well

One of my very best interpreting experiences was when I was voicing for a deaf presenter whom I knew well and who was giving his first professional talk. He didn't tell me he was nervous, but I knew he was. So we did a lot of preparation and practiced several times because this was a very important occasion for him.

On the day of the actual presentation, something just "clicked." I could hear myself voicing as if I were one of the hearing presenters, and feedback from the audience told me that they were learning something from the talk. After I finished, my teammate for the assignment, who had long been an idol of mine...turned to me, shook my hand, and said, "That was damn fine work!"

I felt that I had represented the deaf presenter almost as well as he did himself.... I hadn't sounded like I was having to grasp for his meaning or for the right way to say it in English. I was so proud to be part of [my colleague's] successful first professional experience, which was crucial for establishing [his] reputation.

When grown men faint

Once I was interpreting for a deaf patient during a doctor's appointment

while the patient was having an infected ingrown toenail removed. During the procedure, I stood with my back to the doctor and maintained eye contact with the patient, intent on doing my job even though I knew that he was going through some stuff that made me squeamish.

The doctor caught me off guard, however, when he said, "Wow! Look at this!" Being accustomed to following doctors' orders, I made the mistake of looking in his direction, and when I saw the toenail, I became lightheaded and unable to concentrate. But before I could stop working, I had to explain to the patient why I was unable to work even while I was losing my ability to work.

I had to sit down and recover, temporarily becoming a patient myself. I never would have thought that could happen to me. So much for trying to be invulnerable!



In a court of law Cynthia Collward interprets a judge's question.

Cynthia Collward, 1985 educational interpreting graduate who now is interpreter in RIT's department of interpreting services, worked briefly as a free-lance interpreter in Virginia.

He said it, I didn't

One time I was interpreting in a courtroom full of people. The defendant was deaf and very angry about the situation.... He was swearing and swearing. I voiced what he was saying, and I was standing near the judge. The judge said, "You don't use that kind of language in my courtroom." I interpreted that to the defendant, who continued to use the same language.

The judge said again, looking at me, "Miss, I told you not to use that kind of language."

I said, "I'm voice interpreting for the defendant using his language, his words."

He said, "Young lady, I don't care what he's saying, you aren't to use that kind of language."

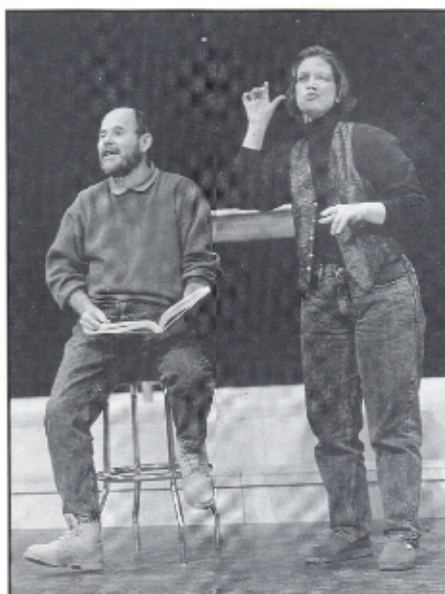
At that point, I said, "Well, how would you like me to tell you what he's saying?" I was afraid I'd get kicked out of the courtroom for contempt because the judge was dead serious. Then the lawyer approached the bench, and the judge called a recess. We had a conference about the problem, and the judge learned to yell at the right person: the defendant.

When things don't go so well

I interpreted for a funeral attended mostly by deaf people. The person who had died also was deaf and very loved in the community, and the entire family was there.

I was new to interpreting at that time, and I had agreed to do this funeral as a personal favor. Before the service, I went to the funeral home and met with the minister who explained to me what would happen.... Everything looked fine.

When I arrived for the funeral, I found an open casket, which surprised



On stage Kimberly Stefani interprets a poetry reading.

me, and a milk crate next to the casket, near the head, for me to stand on. The minister stood on the other side of me. I had high heels on, so of course my heels went through the holes in the crate when I stood on it. The service went on for a very long time, and I was off balance because I couldn't move my feet. I also had a long skirt on.

Finally the service ended, everyone was crying, and I moved to get down. The minister gave me his hand, and I got one shoe out, but the heel got stuck in the hem of my skirt. I lost my balance, and to compensate I went the other way, which was toward the casket. My shoe came off, and I fell on the body. It was awful. All I could hear were shrieks of horror. I could see the underside of the casket lid, and I could only imagine being trapped in there forever. The minister finally got me out. Now I don't do funerals.

Kimberly Stefani, 1992 educational interpreting graduate who now is a member of Sunshine Too, NTID's traveling theater troupe, has experienced a variety of interpreting situations in her fledgling career, including working at music festivals, a personal favorite of hers.

Demonstrating the not-so-obvious

I'm very musical. I play French horn

and sing, so interpreting for musical events is a lot of fun for me. The most important thing is to capture the feeling behind the music.

When I'm preparing to interpret a performance, I can't just memorize and translate. I also listen to the music over and over again and sing along with it until I know it. Then I get on stage.... I find that working with the performer changes everything; the words take on a different meaning.

Probably the oddest assignment I had on stage was to interpret yodeling. I thought to myself, "How...am I going to do this? Let's just see what happens." I ended up doing a lot of hand and throat motions to show the dips and peaks in the vocalizations, which was difficult. Yodeling is not a concept that translates well into sign language.

Dan Veltri, 1977 Basic Interpreter Training Program graduate, now combines free-lance interpreting with video production in San Francisco.

In times of crisis

After the 1989 earthquake in San Francisco, I was called on to interpret for television because the closed captioning equipment had failed. The scene in the newsroom was like a war zone: candles on all the desks, a truck outside the studio generating power for the limited lighting and cameras inside. Instead of [appearing] in a "bubble" on screen (that equipment was down, too), I sat right next to the newscasters.

It was incredible to see the fear on everyone's faces. The news people had to adapt to extreme conditions: no other lighting except the studio lights, no computers or teleprompters...[they were] passing handwritten notes to one another.

[Later] several members of the deaf community told me that they really appreciated getting the news because



Among family and friends Jean Rodman, center, chats with Dennis and Janice Baszynski. Rodman served as interpreter during the deliveries of the Baszynski's three children.

there was real chaos in the area the first 24 hours after the quake hit.

Funny in retrospect

While interpreting on a tour of South America in 1987, I was walking with the deaf participants near the equivalent of the White House in Lima, Peru. When an armed guard saw me signing, he apprehended me and began asking questions. The hearing tour guide had to intervene and explain that I was interpreting for the tour, not [trying to] distract the guards.

There had been violence in Peru by an extremist group called the Shining Path, [and] the military was always on alert near government buildings. The guard was very apologetic and even posed for pictures after [we] straightened [everything] out!

Jean Rodman, 1986 educational interpreting graduate, has been a full-time freelance community interpreter in Rochester, New York, since graduation.

What was that word?

I interpret for many deaf RIT graduates who work in business and technical fields. I'll enter situations [in which] I'm the only person who doesn't know

what people are talking about because they use technical jargon that totally befuddles me.

[An assignment] usually works like this: There's a group of people, and the communication is from one intelligent mind through a black hole—me!—to another intelligent mind. Very often I'm the substitute interpreter for those meetings....

I can't interrupt during the meetings; the deaf people prefer to ask for clarification themselves. They're familiar with the terms and are used to speechreading [them while I'm interpreting], so my strategy is to listen and try to mouth the words very clearly and abbreviate the fingerspelling. I watch the deaf people, and if they're nodding along with me and "getting it," I keep on going even though I know I'm not "getting it."

Most of the time it's fine, but one day people were talking about computers and mentioned a word that sounded like "Gatorade." I thought, "We're not talking about a picnic or about drinking here." But I was stuck. So I mouthed "Gatorade" and fingerspelled GA, and the deaf person nodded.

Half an hour later after 4,000 times of doing this, I was still trying to figure

out what it meant; then the meeting ended. I grabbed the deaf person and asked for the fingerspelling of the word, which turned out to be "gate array." I still don't know what it means, but it worked anyway!

Special delivery assistant

I've done 27 [deliveries of] babies. I love being at deliveries; it's such a privilege for me. During a delivery, I really focus on the mom, especially near the moment of birth when the doctor is shouting what to do: "Push, push, push! Stop! Don't push!" It's a long, slow process until near the end when everything is happening all at once.

I remember my first experience, when I finally looked down toward the end of the bed, I was stunned to see the baby. I thought, "She had a baby in there!" I'd gotten so involved with the mom that if I'd seen a pony it wouldn't have surprised me more!

Chasing a child's fears

Only twice in my career have I felt that an interpreter really was critical. Most of the time, I hope that I am helpful and make communication go faster, smoother, clearer, but twice in medical situations, I felt I really made a difference....

[In one case] I interpreted for a preschooler who was having his tonsils removed. I was with him every minute, and when he woke up in the recovery room with a very sore throat, he asked in baby sign, "WHERE MAMA?" I signed, "OPERATION FINISHED, YOU SLEEP, LATER YOU WAKE UP AND SEE MAMA." He gave me a weak smile and went back to sleep. If I never did anything worthwhile before or after, that experience felt as if it was worth it. ■

Joy in the heart of Dixie

by Pamela Seabon

Four years ago, Jamie Ison, regional director of the Alabama Institute for the Deaf and Blind, Mobile Regional Center, set out to find a mental health counselor to help meet the needs of the city's 1,500 deaf people. She knew the deaf community wanted someone skilled in sign language, someone who would be committed to the community's needs, and an individual who was approachable, receptive, and compassionate.

Ison and the deaf community found that someone in 1981 RIT social work graduate Joy Holtzman Antar.

"When we found Joy, we knew we had the perfect person," Ison notes.

As the only deaf mental health counselor and one of approximately 10 deaf professionals in the Mobile community, Antar's role, says Ison, is far more significant than that of a counselor.

"Joy is on a statewide mental health and deafness task force," she says. "With her professional and cultural background, she is a tremendous help in identifying and implementing services needed by deaf clients."

In addition to responsibilities that include providing counseling to deaf individuals and their families as well as educating Mobile's community of approximately 250,000 about

Deaf culture, Antar works closely with the local community mental health center to develop programs that are more accessible to deaf clients. Equally as important, Antar also serves as a role model for the deaf community.

One of Antar's key objectives is to help deaf people better appreciate themselves. One way she does this is through a community support group of deaf and hearing participants that offers information about myths, stereotypes, and accomplishments of deaf individuals.

"It is important for a community to be exposed to deaf individuals from a variety of professional backgrounds," says Antar, a native of Rochester, New York. "That exposure can motivate young deaf people to achieve and allow the public to see and appreciate the richness that deaf people can bring to a community."

"I feel good bringing people together to discuss issues of frustration and pride," Antar says. "The interest and energy generated during these meetings keeps me motivated."

Antar's level of commitment and interest in the well-being of her clients comes as no surprise to Dean Santos, chairperson of NTID's social work support department.

"Joy was an energetic, competent, and confident student



Joy Holtzman Antar

who not only met the requirements of her assignments, but worked toward making her projects useful outside the classroom," says Santos. "Joy always gave her all."

"I enjoy helping others," says Antar, who someday

would like to administer a deaf services program. "It makes me feel good to see the Mobile community open up and become more sensitive to deaf people." ■

GAIL KOVALIK

by Beth M. Pessin

A librarian by trade and quilter by avocation, Gail Kovalik's role as NTID staff resource center specialist—like her beautiful handmade quilts—combines many separate elements: cataloging, managing, researching, teaching, writing, and editing.

"I really do a mixed bag of things in this position," says Kovalik, who came to the Institute in 1987. "I do a lot of organizing and reorganizing to keep up with changes in the library system, but I also work a lot with people. I conduct about 40 to 50 workshops and tutorials each year."

Kovalik's main responsibility is managing the Whitney Moore Young Jr. Staff Resource Center (referred to as the SRC). She maintains more than 3,000 publications, including books, brochures, pamphlets, and journal subscriptions as well as the nearly 1,600 captioned videotapes produced throughout the country and captioned by NTID that focus on sign language, Deaf culture, and other issues related to deaf people.

The SRC also houses videotapes of special presentations made at NTID. All of these resources are used for research purposes, teaching, and faculty/staff development.

Tucked away on the second floor of the Lyndon Baines



A home away from home Gail Kovalik spends her weekdays at the Whitney Moore Young Jr. Staff Resource Center. Her leisure time is filled with activities such as quilting, directing her church's choir, and editing a newsletter.

Johnson Building, the SRC is a quiet place where faculty and staff members can read, review educational videos, prepare for classes, or conduct research.

According to Kovalik, the SRC's most prized resource is a complete set—150 years' worth—of the *American Annals of the Deaf*, the official journal of the Conference of Educational Administrators Serving the Deaf and the Conference of American Instructors of the Deaf. Only a handful of organizations and colleges across the country have such a collection.

"Gail has dedicated the majority of her time and endless energy to ensure that the quality of materials [in the SRC] is high and that they are readily available to those who would like to use them," says Frank Kruppenbacher, coordinator of television programming in NTID's instructional television and media services department, who regularly provides support to Kovalik and the SRC collection of videotapes.

Besides maintaining materials in the SRC, Kovalik works closely with faculty and staff members throughout the Institute.

In addition to teaching the ins and outs of conducting a computer search, Kovalik often is asked by colleagues to track down hard-to-find bits of information. She taps into a wealth of resources—computer information networks, catalogues, and directories as well as other resource people across the nation—that allow her to come up with appropriate answers.

"I cannot believe how fast and accurately Gail works," says Dr. Harry Lang, professor in the educational research and development department, "especially considering the fact that there are so many people who give her long lists of items that they need quickly."

Lang, who recently completed a manuscript, now in press,

Why I read for others: I am an avid reader and enjoy sharing my love of books by volunteering to read textbooks aloud for blind and learning-disabled students through RIT's Office of Special Services. I try to read one textbook a quarter, depending on the need. Most of the reading is incredibly dry, although last year I did get to read *Fools Crow* by James Welch for a student, and that was fascinating.

What I do in my free time: I've been the organist and choir director of the Caledonia First Presbyterian Church for five years. Last year, I also organized and began directing two handbell groups. I've played the organ for 35 years and belong to the American Guild of Organists; I am editor of the Rochester chapter's newsletter.

Hobbies: A quilter for nearly 18 years, I also collect antique quilts and antique toy sewing machines. My husband and I also are continually busy playing *This Old House*.

Favorite vacation spot: Every year I visit Williamsburg, Virginia, where I lived for several years, for the Mid-Atlantic Quilt Festival and to meet with friends.

about historical contributions that deaf people have made to science and technology, frequently requests Kovalik's assistance.

"I often have needed very quaint and rare books for this project, and Gail has been super about helping me find them," adds Lang.

Kovalik says that Lang's requests for information about "obscure deaf scientists" have been some of the most unusual and challenging she has received.

"She has been enthusiastic and supportive all along the way," says Lang. "Without her help, I don't know what I would have done. In the process, she also has become a dear friend."

Lang says that Kovalik often responds to casual comments

about borrowing resources or contacting a specific library for information by obtaining the material herself.

"Gail takes initiative...she has an intuitive feel for helping others," says Lang.

Along with Melanie Norton, NTID and special services librarian in RIT's Wallace Memorial Library, Kovalik in 1991 co-edited *Perspectives in Deafness*, published by the American Library Association (ALA), and *Deafness: An Annotated Bibliography*, also an ALA publication, produced in 1992.

"The bibliography includes the most important books in the field from both historical and research perspectives," says Kovalik. "Because we wanted to cover the field as broadly as possible, we included a whole range of

information on deaf studies, including information on hard-of-hearing people, cochlear implants, and captioning."

Norton says that, as a team, she and Kovalik complement each other. In 1989, when Norton approached Kovalik with the idea of editing a special issue of *Library Trends* magazine that focused on serving deaf patrons in the library, a subject that previously had not been addressed in the journal, Kovalik, in typical fashion, enthusiastically agreed.

That issue offered strategies for communicating with deaf patrons and teaching deaf students how to use the library, details about captioned materials, and storytelling methods to use when teaching groups of hearing and deaf children.

"Many deaf students are not familiar with the library and have not had previous experience in conducting a library search," Kovalik explains. "They don't know how to start or what questions to ask."

In another team effort, Kovalik and Kruppenbacher are working on a paper about use of captioned materials in educational settings for deaf and hard-of-hearing students, a paper they plan to submit to a new electronic journal, the *Journal of Academic Media Librarianship*.

"Gail is skilled in applying the traditional librarian's perspective to the special kinds of needs we have at NTID in terms of serving our deaf students, faculty, and staff," says Kruppenbacher. "She's a librarian's librarian." ■

The politics of art

Reviewed by Jack Slutzky

Chuck Baird: 35 Plates

Joe Dannis, Publisher

Dawnsign Press, San Diego, California, 1993

Polemic: The art or practice of disputation or controversy.

Chuck Baird is a talented painter. He is a bright, creative, powerful artist. *Chuck Baird* the book, however, has very little to do with Chuck Baird the artist.

The painter demonstrates throughout this book a facility to share a unique vision, his world. When he paints, his work can be described as instinctively forceful drawing blended with a distinctive deftness with which he applies paint. To my dismay, the work shown in this book journeys between painting and illustration. This is not to say that the work is not well rendered; it is, but Baird's illustrations fall far short of his paintings.

Publisher Joe Dannis states in his opening preface: "This book arose from a longtime dream of mine, shared with friends and colleagues, to publish Deaf Art." Therein lies the subject of this book: "Deaf Art," not Baird.

Reading through the preface, acknowledgments, introduction, and most of the narrative

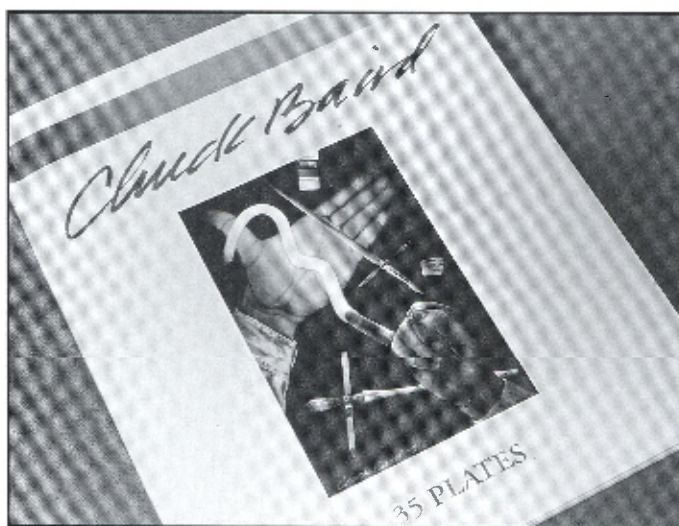
that fills approximately half this book, the reader has to sift through page after page of deaf (or is it Deaf?) political rhetoric in order to learn about the work and life of the artist.

There is a sense of incongruity as one reads this book and studies the plates. Is this book about the same Baird whose dedication reads, "To Deaf children everywhere and their hearing friends..."? Who acknowledges and thanks the Kansas School for the Deaf, "...who gave us many valued Deaf role models as well as good teachers, both Deaf and hearing"? Who, as stated by L.K. Elion, "Wants to be known for his skill with various media and subjects"?

Is this book about the artist whose paintings demonstrate insight, skill, and a sense of humor and show us once again the beauty of sign language? Are we reading a book about a multit talented artist who happens to be deaf, or are we reading an essay about how a small minority wants to dictate attitude for the silent majority?

Regretfully, the answer is the latter.

Dannis sets the narrative tone of the book by stating: "If this book can ignite the imagination of even one deaf child [Deaf indicates membership in Deaf culture, so sayeth Dannis], then it will have



accomplished one of its purposes. *It is not too much to hope that hearing parents might own a copy and open their mind a little wider to the possibilities of their deaf children* [emphasis added]."

How dare Dannis judge all hearing parents of all children who are deaf as not being capable of understanding the possibilities of their children?

This kind of rhetoric: deaf... Or is it Deaf?...hearing...or should it be Hearing?...is not what builds bridges between people of all ages with various philosophies, cultures, languages, religions. This is language that is meant to create chasms, to separate.

The next time a book of art is published featuring an artist who happens to be deaf, I hope it will let the artist's work speak for itself. Let those who feel they have a "mission to preserve our Deaf heritage" (J. Dannis) write their own book and stop using artists such as Chuck Baird, who has done a remarkable job of getting his own message across...with love. ■

Jack Slutzky is chairperson of NTID's imaging arts and sciences support department. Chuck Baird, a former student of Slutzky's, received a bachelor of fine arts degree in 1973 from RIT's College of Fine and Applied Art.



Designing a life in the Big Apple Patricia Tracy, 1989 RIT textiles graduate, has a busy career as a weaver in a large Manhattan textiles firm. *FOCUS* magazine unravels her story in the upcoming summer 1994 issue.

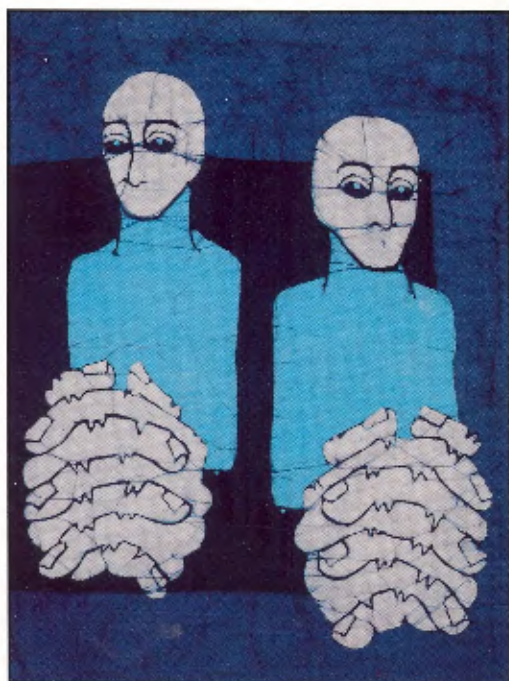
Photography by Mark Benjamin



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ADDRESS CORRECTION REQUESTED



Sandi Inches Vasnick

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