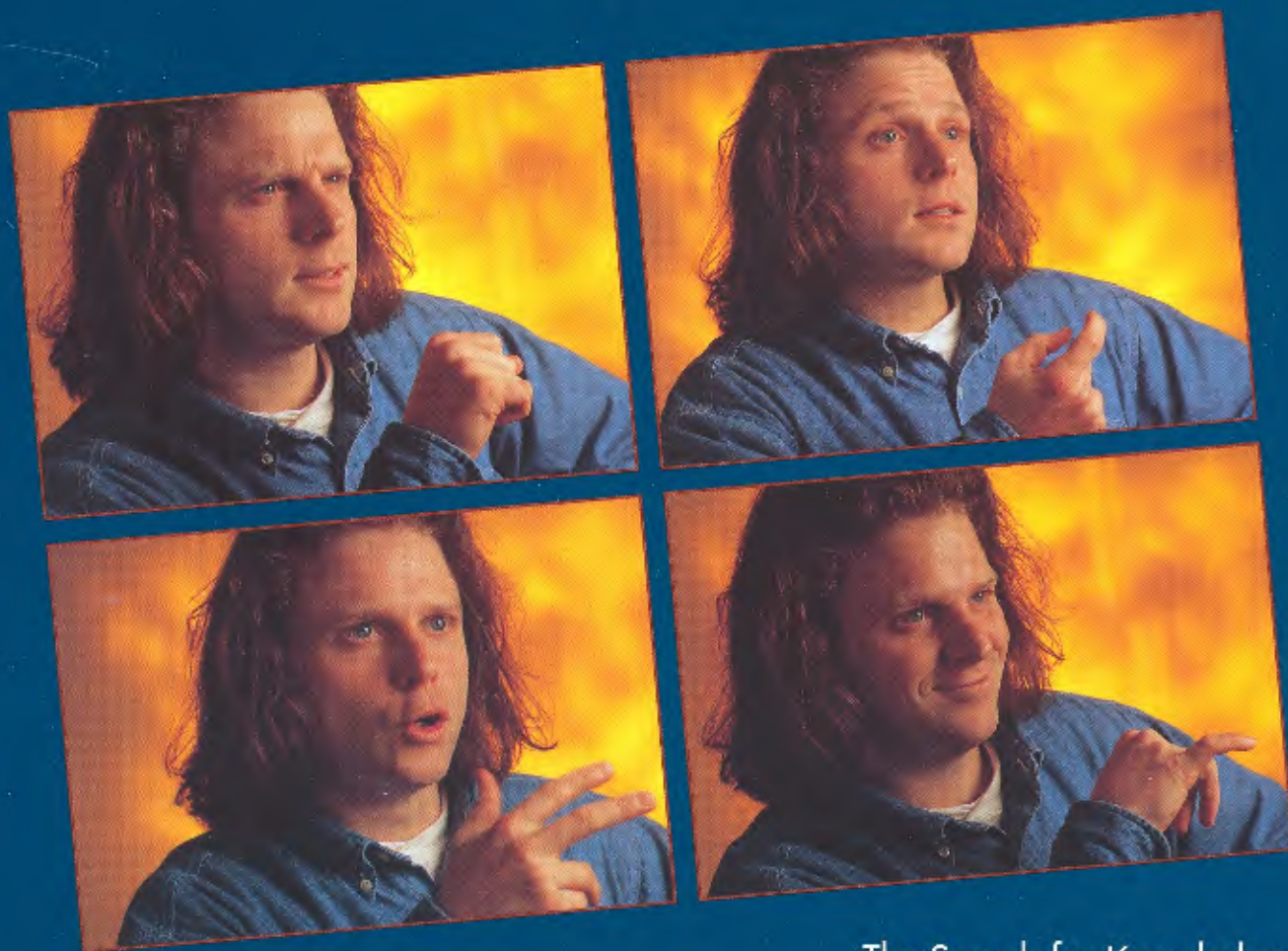


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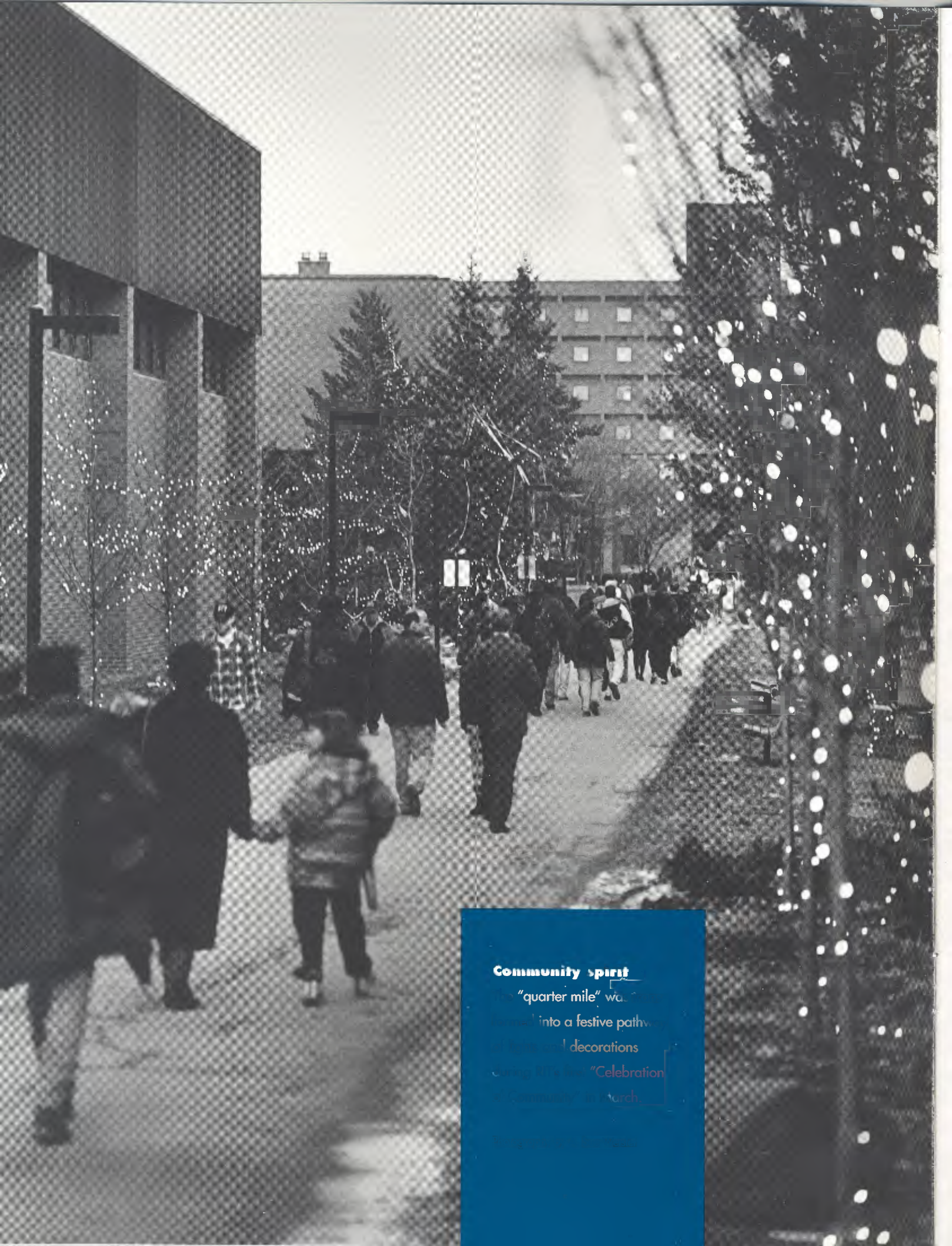
FOCUS

NTID

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



The Search for Knowledge



Community spirit

The "quarter mile" was transformed into a festive pathway of lights and decorations during W's first "Celebration of Community" in March.

Photograph by Jeff Mader

SPRING 1996

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ABOUT THE COVER

Thanks to the presence of interpreters in RIT classrooms—as well as other educational access and support services—students like Matt Hochkeppel, who is studying professional photographic illustration, have full access to a college education at RIT. “Access + Hard Work = Learning” on page 3 details RIT’s growing commitment to providing equal educational opportunities for students who are deaf.

Photography by
A. Sue Weisler

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FOCUS

NTID

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FROM THE DIRECTOR'S DESK

As we have seen in recent years, more and more deaf students are choosing to pursue baccalaureate degrees, bringing the number of deaf students enrolled in RIT's seven other colleges to nearly 350 this year, as opposed to approximately 200 a decade ago. As the number of students who matriculate in RIT's other colleges increases, the need arises to inform and educate members of the university community about exactly what it means to have deaf students in classes with their hearing peers.

Much of this issue of FOCUS describes those efforts.

"Access + Hard Work = Learning" on p.3 details RIT's renewed commitment, fueled by the enthusiasm and interest of RIT President Albert Simone, to achieve the goal of increasing deaf students' participation in bachelor's and graduate-level programs. The university's scope of educational access and support services makes it the largest provider of such services in an academic setting in the United States.

Much of the groundswell of support for increased access and

support services has come from the president's office, which created the RIT Provost's Committee on Deaf Access, comprised of students, faculty, and staff members. Committee member Erin Esposito, a student, contributes her thoughts regarding access in a new FOCUS column titled, "In My Own Words."

Finally, much is written about how Rochester is a truly accessible city for deaf people. The experiences of faculty member Kathryn Woodcock, who relocated here from Canada, offer credence to that sentiment. Her first-person account is found on p. 16.

We've made much progress regarding access as a university community in the past few years. The next few promise to be just as exciting.



James J. DeCaro
Dean and Interim Director, NTID

How do I learn to read?
I'm not a good reader.
I'm not a good student.
I'm not a good person.
I'm not a good person.
I'm not a good person.

Access + Hard Work = Learning

by Debbie Waltzer

It's noon on a Wednesday in October. Gordon Goodman, associate professor in RIT's department of information technology, is lecturing to 30 students in his Graphics Programming I class about Hypercard Quicktime Tools™.

The lecture hall is dark except for two lit areas. One is a bright image from Goodman's computer illuminated on an overhead projector screen. The other is a reflection from a desk lamp pointed toward a wall to spotlight an interpreter seated at the front of the room.

As Goodman speaks and the interpreter transliterates his words, a deaf student in the front row gestures to the interpreter to move her chair closer to the screen, so that he can more easily watch both her signs and the changing images on the screen.

A moment later, some noise from outside the lecture hall disturbs a hearing student's concentration. She gets up from her seat in the back row of the classroom and closes the door.

Both students—one deaf, one hearing—are doing what they need in order to achieve the same goal: To learn.

Whether by

foot, bicycle,
rollerblade,
or wheel-

chair, nearly 350 deaf RIT students cross the campus "quarter mile" walkway every morning to take a classroom seat alongside their hearing peers.

The deaf students' eyes are fixed on two things—the interpreter at the front of the classroom and the goal of earning a bachelor's or graduate degree.

In the past decade, the quarter mile has become more crowded with deaf students traveling westward on campus. The number of so-called "cross-registered" students (deaf RIT students matriculated in one of RIT's seven colleges other than NTID) has surged by 58 percent, up from 219 students during the 1985-86 academic year to 347 students during the 1995-96 academic year.

Just as the quarter mile's infrastructure has risen to the challenge of supporting the weight of these additional bodies, so, too, has RIT as an academic community risen to the challenge of making the classroom a more level playing field for deaf and hearing students alike.

As part of its strategic plan finalized in 1994, RIT adopted a revised set of educational and access goals to assure full compliance with the Americans with Disabilities Act and strengthen its commitment to Section 504 of the 1973 Vocational Rehabilitation Act.

Moreover, a report describing specific action items to facilitate access on campus, written by the RIT Provost's



A common thread With support from interpreter Joy Duskin, student Marisa Mitrano gets some feedback on a quilting project from professor Max Lenderman.

Committee on Deaf Access (composed of students as well as faculty and staff members), was enthusiastically accepted by Dr. Stanley McKenzie, RIT provost and vice president for academic affairs, who now has asked the group to prioritize needs for resource allocation.

In addition, numerous hearing faculty members recently have attended workshops to learn strategies for teaching deaf students and working more effectively with classroom interpreters.

What's going on here?

"For many years, it's been a joint goal of NTID's and RIT's leadership to integrate NTID more with the total RIT university," says Dr. Albert Simone, RIT president. "What better way to achieve

this goal than to increase the number of deaf students matriculated in bachelor's and graduate-level programs?

"RIT is a truly unique university in the United States and in the world because of NTID," he continues. "RIT has a responsibility and obligation to ensure the achievement of NTID's mission—to prepare deaf and hard-of-hearing students for successful careers and lives in a world made up of deaf and hearing individuals."

The university's scope of educational access and support services makes it the largest provider of such services in an academic setting in the United States, says Dr. Peter Lalley, director of NTID's Center for Baccalaureate and Graduate

Studies, who oversees administration of these services.

During the 1994-95 academic year alone, he explains, NTID allocated more than \$7 million to provide services to cross-registered students, including interpreting, notetaking, and faculty support. Specifically, this sum paid for 66,226 hours of classroom interpreting from 100 staff and 50 free-lance interpreters, 38,999 hours of in-class notetaking services, and 13,703 hours of tutoring by support team faculty members.

Fourth-year graphic design student Marisa Mitrano, who is deaf, knows firsthand the impact of these services on her education.

"I feel that it's my right as a student to take the classes that I want and to have the necessary educational access and support services available to help me succeed," she explains while stitching a multicolored quilt during an elective textiles course.

While using speechreading skills for one-on-one conversations with professor Max Lenderman and fellow classmates who are hearing, Mitrano turns to interpreter John Mark Smeenck for signed classroom lectures and discussions.

Having attended another university before enrolling at RIT, first-year accounting student Brian Trager knows well the difference between full educational access and support services and limited offerings.

While studying at Purdue University, Trager discovered that the college's only interpreter lived a full hour from campus, and when she was out because of illness, no substitutes were available.

Frustrated, Trager, who hopes to become a certified public accountant, transferred to RIT because of its excellent track record on accessibility. The move was prudent, he says.

"I like attending a college that strives to make its programs equally accessible



Presidential panache RIT President Albert Simone often uses sign language during speeches.

to deaf and hearing students," he notes.

Widespread availability of access services and mainstream classrooms at RIT offers benefits for hearing community members as well.

Gordon Goodman, information technology associate professor, says that the presence of deaf students "adds another form of diversity to my classes."

"For example, in a graduate course on multimedia, students must think more concretely about developing software for different types of users," he explains. "When I prepare demonstrations and materials with a visual emphasis to help deaf learners, I find that the hearing students usually benefit as well."

While demonstrating concepts in a visual manner, Goodman says he relies on interpreters and notetakers to help translate his talks. After 10 years of teaching in lecture halls filled with deaf students, hearing students, interpreters, and notetakers, the mix of players feels perfectly natural to Goodman.

"I don't treat my deaf students any differently than I do my hearing students," he says. "I assume that all of my students are here to learn, and treating them differently would be a disservice to them."

The growing trend of deaf RIT students enrolling in academic programs

alongside their hearing peers is evident. During an Open House in October for deaf high school students considering NTID and the other colleges of RIT, a session on cross registration drew a standing-room-only crowd.

The challenge to the university, say administrators, faculty members, and students alike, is to keep up with the demand for educational access and support services as well as to provide sufficient training for hearing instructors who are new to teaching deaf students.

According to fifth-year biotechnology student Ellen Hibbard, training for professors who are teaching deaf students for the first time is important.

"It would be helpful if my teachers would remember that I must look simultaneously at the materials on the overhead projector *and* at the interpreter," she says. "It'd be much better if the prof would leave the overhead up for another few seconds."

"Also, sometimes when a professor asks a question, hearing students shoot their hands up to answer the question. He calls on them for the answer while I'm still watching the interpreter to see the last few words of the sentence! Please wait for a minute and call on me, too!"

Another challenge for RIT is a shortage of classroom interpreters to fill all requests from deaf students.

While the department of interpreting services annually provides more than 66,000 hours of academic (credit bearing) interpreting and 16,000 hours of non-academic (non-credit bearing) interpreting, the demand for services exceeds available resources, so 10 percent of requests are unfilled.

Department of interpreting services staff members try to efficiently schedule interpreters in classrooms with multiple, instead of individual, deaf students. Staffers eagerly await a new computerized scheduling system—to be funded

by private donations—that will help maximize use of available interpreting support.

While limited resources remain a challenge for the university to overcome, strategies in place demonstrate that the commitment to providing access for deaf students is real.

Deaf and hearing students now participate together in summer orientation programs. Members of the Provost's Committee on Deaf Access spend hours together mapping out a plan of priorities for implementing new access strate-

gies. Funds are being sought to expand NTID's educational interpreter training program, which provides qualified interpreters for classes in other RIT colleges as well as for positions nationwide.

And RIT trustee Jane Ratcliffe Pulver and her husband, Donald, recently donated \$100,000 to establish The Pulver Endowed Scholarship, a fund specifically earmarked for cross-registered students who need financial assistance, and the first scholarship of its kind at RIT.

"You don't accomplish anything except through people," says Simone, who attends weekly early-morning sign language classes, employs deaf student assistants in his office, and appoints deaf students or faculty members to every RIT shared governance committee.

"The larger the pool from which you select your partners, the more successful you'll be as an organization," he adds. "And when you widen the pool to include more deaf people, everyone benefits.

"That's what access is all about."

From his workstation at Microsoft Corporation's headquarters in Redmond, Washington, 1994 RIT computer science graduate Michael Bloomfield is directing traffic.

As program manager for the computer industry giant's Kids Software Product Unit, Bloomfield, who is deaf, facilitates communication among software developers and testers; product planners, marketers, and producers; script and documentation writers; packaging artists; and graphic designers. As a team, the group has produced four CD-ROM versions of The Magic School Bus, a popular children's educational cartoon.

"My number one priority is the consumer and I want to deliver a product that children will enjoy," says Bloomfield. "My fellow teammates and I are accountable to one another. As program manager, I help the team achieve monthly goals, use diplomatic skills to negotiate compromises, make the right judgment calls that sometimes involve tradeoffs, and control the schedule for the product."

Bloomfield's training ground for this action-packed environment—where he's surrounded largely by hearing co-workers—was the RIT campus. He played Mercutio in the RIT Dance Company's 1992 production of Romeo and Juliet, served as president of Sigma Nu fraternity, and kept his eyes glued to the interpreter seated at the front of the classroom during his demanding computer science courses.

"Interpreters are needed for understanding the classroom presentation and notetakers are needed for capturing the information on paper, but it doesn't end there," he says. "It's up to deaf students themselves to proactively use the information during their study hours."

Bloomfield says that RIT's educational access and support services were "crucial to my success."

"Without them," he adds, "how would I have learned?" ■



The staff of *Focus* magazine dedicates this story to the memory of Erin Goodwin, a first-year NTID supported student in RIT's College of Engineering. Erin, co-valedictorian of her Wichita, Kansas, high school graduating class, was scheduled to compete as an alternate member of NTID's College Bowl Team at the National Association of the Deaf's convention this summer. Erin died March 12, 1996.

Moving Forward

by Erin Esposito



Erin Esposito rarely sleeps.

The Syracuse, New York, native will earn her bachelor's degree in professional and technical communications in August, and that program's coursework alone would be enough to keep a person busy.

But as a student leader at RIT and member of numerous campus organizations, Esposito packs her days with meetings and activities.

She is a student development educator coordinator, past NTID Student Congress vice president, member of the RIT Deaf Access Committee, and member of the NTID Vice President Search Committee.

After she earns her degree this summer, Esposito plans to catch up on her sleep. When she wakes up, she'd like to enroll in Harvard University's graduate program in Media, Politics, and Public Policy. Her long-term goals are to become a political science professor, write a book on the history of the U.S. Constitution, live a happy and healthy life in Boston, and have season tickets to Red Sox games.

On the following page, Esposito shares her thoughts on access issues at RIT:

In a speech given at the Urban League Conference in New York City in 1963, civil rights leader Whitney Young said, "We are challenged to see that the barriers of yesterday—barriers built by prejudice, fear, and indifference which are now crumbling—are not replaced by new barriers of apathy, of underdeveloped skills, of lack of training. If this happens, our gains will be but temporary, our victories hollow."

While Young's speech was delivered 33 years ago, I found this portion of it applicable to the current status of Deaf access issues occurring on the RIT campus.

It all began one rainy day in Rochester, back in fall 1991, when hundreds of Deaf students marched to the RIT president's office and, in a world of loud silence, chanted with their hands, "Equal Access Now!"

NTID students rallied to the RIT administration to make RIT a fully accessible environment. From that day forward, there have been numerous meetings with the Deaf Access Committee, which was established by the Provost in order to address access issues and figure out various means of allowing all students the opportunity to learn and grow as much as they possibly can.

When I was a senior in high school, I was looking for a college environment in which I could grow the most and get the best education available. Originally I had my mind set on Gallaudet University, because I knew I wanted to be in an environment with a large Deaf community and I planned to major in political science.

But my parents convinced me to at least visit NTID to see what it had to offer. So for my parents' sake, I made that visit. Little did I realize that I would feel "at home" immediately and would fall completely in love with the environment and the school.

As a result of this visit, I entered NTID in fall 1992 to start my bachelor's degree.

It wasn't until my second year here that I became aware of the history of accessibility on campus. While in my third year, I became a member of the Deaf Access Committee and was able to participate as an "insider" and represent the student body.

At first, everything seemed to be so wonderful, when I saw administrators listening to one another and working together to create a comfortable atmosphere at RIT. But after being on the committee for a year, I began to question the whole issue of what had been discussed when students pro-

On the brighter side, crisis interpreting services have improved dramatically and have made a tremendous difference in crisis situations for all people involved.

Prior to the committee's plan of action for the department of interpreting services related to crisis situations, the interpreters had to drive from their homes to the site needed, which could take up to 15 minutes. Those 15 minutes could either make it or break it in potentially intense situations.

But now, as a result of the Deaf Access Committee's efforts, interpreters stay overnight on campus and are able to arrive on the scene within two to five minutes.

I am more concerned about the attitudes and values of the faculty, staff, and students than I am with the devices or policies needed to create an accessible environment.

tested in 1991 and what had been done since that time.

I reviewed the minutes of past Deaf Access committee meetings, dating back to 1992, and was as dismayed as I was elated about the present status of RIT. We've come a long way, but there's still a lot more work to do.

For example, one of the proposed plans of action was to have *basic* communication skills for certain people across campus, such as those who work in the campus safety, bursar, registrar, or financial aid offices. In my three and one half years here, I have seen a significant improvement of the overall mission for Deaf Access, but I'm still not satisfied with some of the results because these basic signing skills have not yet been achieved.

This was a great step for the RIT community, but I still feel that we have a long way to go before we can create an atmosphere of total equality.

One can implement a policy or law that will provide "equality" for all, but as history showed in *Brown vs. Board of Education*, the form of law is not what will prevail but rather the spirit that people have on the basis of the policy.

We can have policy after policy, but I am more concerned about the attitudes and values of the faculty, staff, and students than I am with the devices or policies needed to create an accessible environment.

For example, currently freshman seminar courses are taught in two separate groups: deaf and hearing. And people are struggling to figure out how

we can improve the socialization and interaction between hearing and deaf students?! Obviously, one of the first issues to address is that all students need to be aware of one another's cultures, in particular deaf and hearing. In the past and today still, numbers of hearing people ask for Deaf culture workshops so that they can be educated on how to break down barriers between the two groups.

I've always believed that the best education is experience. What I'm getting at here is that interaction between deaf and hearing people will increase understanding of one another much more effectively than providing endless numbers of workshops and the like. Integrating freshman seminar courses—with a balance of hearing and deaf students—is just one of the many techniques we could use to bridge the gap between hearing and deaf people on campus.

Glancing back on all that I've seen happen on campus related to Deaf Access, I guess I want too much in too little time. The administrators—including NTID Dean and Interim Director Jim DeCaro and Associate Dean for Student Affairs Alan Hurwitz—have the same mode of thinking in mind as did activist Whitney Young. If things are being done in a productive manner, yet are taking time, so be it. It's far better to have a solid victory with a long-term gain than to have a temporary gain and our victories hollow. ■

A Passion for Printing

by James Graves

Because his family's printing company historically only did offset work—and his training and career goals revolve around screen printing—Mark Dean Baucom never pictured himself working in the family business.

But it is the family's business in which Baucom happily is ensconced. Founded by their late father—Homer Wilson Baucom—in 1954, Baucom Press, in Charlotte, North Carolina, now flourishes under the leadership of three of the five Baucom siblings: Alan, Sandra (Nichols), and—the family's youngest—Mark.

Although Mark is the only deaf person in his family—and neither Alan nor Sandra has sign language skills—communication is facilitated by concern, affection, and Mark's broad range of communication skills, including speech and speechreading.

After earning a diploma in printing production technology from NTID in 1985, which provided the screen printing skills to go with his interest, Baucom accepted a job with First Impressions Ltd. in Charlotte, a position he held for seven years.

The desire to start his own screen printing business—while continuing to work for First Impressions—led Baucom in 1989 to start a small-scale screen printing operation in a shop in his mother's home. Very quickly, his list of clients grew, and Baucom faced the challenge of needing to expand.

The solution seemed obvious

To an out-of-town visitor whose time at Baucom Press was limited, Baucom quickly shook hands, then motioned the visitor to follow, saying, "OK, I want to show you everything!"

"He always put his heart and soul into everything he did," says Kenneth Hoffmann, one of Baucom's mentors and currently chair of NTID's electronic

"When their big sales come up, sometimes we have to work many hours overtime to give them what they need," Baucom says, adding proudly, "We have never missed a deadline."

His immediate staff—besides the 30 to 35 people who primarily work in the offset division of the business—includes two assistants: Frank Nesbitt and Bill Millsaps.

"The only thing I knew about screen printing when I started working with Mark was how to spell it," admits Nesbitt. "I've learned the whole business from him."

Millsaps came to work with Baucom after 40 years as an offset printer and enjoys the new techniques that screen printing offers.

Baucom's pride in his assistants, and in the support provided him by his brother, sister, and Cyndi Krusemark, the company's general manager, is another topic that brings out expressions of intense feeling.

"I never knew I could really succeed as a screen printer," says Baucom, "but with the help and support of my family and all these wonderful people, I reached my goal."

"His intense sense of loyalty and powerful commitment to family have contributed tremendously to his success."

to everyone, and, in 1993, Baucom merged his screen printing operation with his brother and sister's offset business, resulting in enhanced customer services for the company and the realization of a dream for Baucom.

Baucom's success comes as no surprise to those who know him. His passion for what he does, for his family, and for his co-workers and clients is apparent from the beginning of virtually any conversation with him.

publishing and printing technology department.

"His intense sense of loyalty and powerful commitment to family have contributed tremendously to his success," adds Hoffmann.

Baucom's major client is a women's clothing chain with more than 500 stores in malls across the Southeast. Baucom prints sale banners for all the affiliated stores.



Bargains galore Above, Mark Baucom prepares to trim a hot-off-the-press sale banner; right, with assistant Frank Nesbitt.



With a smile and a look of satisfied surprise, he adds, "Look at where I am now!" Baucom grows more serious as he considers the lessons he has learned in his 35 years.

"My brother Alan always told me, 'Listen and keep your mind

open and you might learn something,'" Baucom remembers. "And I've learned some pretty big lessons, including how to take responsibility for my part of the business."

With a successful business, his own home, involvements

and board memberships in various deaf community organizations, and opportunities to travel internationally—including most recently a trip to visit a relative living in Sri Lanka—

Baucom only takes a moment when asked the nature of the next goal he hopes to achieve.

"Maybe it's time to think about getting married," he says, with a twinkle in his eye. ■

We Request the Pleasure of Your Company

by Kathryn Schmitz

Guthrie Nutter and his mother, Elizabeth, of Medford, Oregon, endured a hair-raising airplane ride through Hurricane Opal last October to attend NTID's Open House.

The Nutters clearly were motivated to see for themselves what NTID has to offer and to get answers to their many questions about the college experience, questions like, "How do I choose the right college?" "What do I want to study?" "Can I afford it?" and "Where do I start?" Like the other 207 visitors that day, they were not disappointed.

"I appreciate the staff here encouraging us to see what NTID is all about," says Nutter, 18. "They were determined to help me find my future."

NTID's annual Open House gives prospective deaf and hard-of-hearing students and their parents, teachers, and friends a chance to experience firsthand the exciting educational opportunities the Institute has to offer. Visitors can tour the campus facilities and meet with faculty and staff members, especially admissions counselors, to learn more about what college is like for deaf students at RIT.

"Most students are 'shopping' for college during the fall of their senior year," says Open House coordinator Mary Beth Barber, visitations specialist in NTID's department of recruitment and admissions. "We want to let people know about us early in the decision-making process. The more information students have about NTID, the better decisions they can make."



Checking out a major Students convene at the printing and electronic publishing program exhibit.



Preparing for the next step Guthrie Nutter discusses his college aspirations while his mother, Elizabeth, watches.

Many open doors

The October Open House was a family affair. More than 200 people attended, including 76 students with their parents, siblings, friends, teachers, and counselors. Visitors were greeted in the Lyndon Baines Johnson building with a continental breakfast and the day's agenda, filled with informational presentations and opportunities to visit classrooms and see the RIT campus.

"My goal is to make available to prospective students all the academic and extracurricular information that they need," says Barber. "We have open classes, labs, tours, and presentations for them to choose from to get a real hands-on experience in their area of interest. In addition, the exhibits help students get an idea of what's available to enhance the quality of life on campus."

The exhibit area consisted of table after table displaying a wealth of information about NTID's offerings. All of NTID's technical programs were represented, demonstrating hard evidence of the technical and hands-on nature of their academic work. The support departments for liberal arts, science and engineering, and imaging arts and sciences were well represented by counselors ready to show how deaf students

can succeed in bachelor's and graduate programs in the other colleges of RIT. The educational outreach department showed a videotape about NTID's Explore Your Future (EYF) transition education program. (See p. 18 for related story.)

In addition to academic offerings, extracurricular activities abound at NTID, as demonstrated by the department of performing arts display, festooned with photographs of past theatrical and dance performances and examples of costumes and props. The physical education and athletics support department members answered countless questions about physical education and intramural and varsity sports offerings for students. RIT's Campus Connections bookstore did booming business selling items emblazoned with the NTID insignia.

Students interested in NTID's technical programs attended "Degree Options in the Center for Technical Studies," a morning presentation led by Dr. Thomas Raco, center director. Raco outlined NTID's certificate, diploma, and associate degree programs in various technical areas, stressing the Institute's history of creating a strong partnership with business and industry in order to pre-

pare graduates for successful employment.

"Most of our technical programs also prepare deaf students for transfer into baccalaureate programs within the other colleges of RIT," says Raco. "This special feature ensures that our students are not limited in how far they may go in their educational attainment simply because of where they may begin their studies."

"Is a Bachelor's Degree in Your Future?" presented by faculty members in NTID's Center for Baccalaureate and Graduate Studies gave prospective students an understanding of how NTID supports deaf students enrolled in RIT's other seven colleges. Educational access services, including interpreters and notetakers, and support services, such as tutors and counselors, were explained. (See related story, p. 3.)

Financial aid advisors answered questions about how to finance a college education for deaf and hard-of-hearing students during an afternoon workshop, "Financing Your College Education: A Step by Step Process." Audience members learned that the cost of attending the Institute is the same whether a deaf student enrolls in a program of NTID or one offered through RIT's other colleges. In addition, visitors learned that NTID is strongly committed to working with students to ensure that they can finance and complete their college education.



Leaving the Nest

Just as students entering college experience a range of emotions from anticipation to anxiety, so, too, do their parents as they ponder separation from their offspring.

To support parents, an afternoon workshop of the Open House titled, "How to Let Go Without Falling Off: Transition Issues for Parents" was led by Robb Adams, counselor and associate professor in the department of counseling services; and Dr. Elizabeth O'Brien, professor in the English department and coordinator of NTID's parent outreach project.

Adams noted that parents and students often experience parallel separation issues.

Students, he explained, face challenges associated with changing family ties and choosing careers. Parents, meanwhile, may be searching for new meaning in their lives and addressing the needs of their own aging parents.

These changes "can make having a child leave home tough," said Adams. He advised parents to recognize these changes and to keep the door of communication open with their children.

Mary Gentzke, mother of Ken and Scott, first-year pre-baccalaureate student and fourth-year illustration student, respectively, initially worried about RIT's large student population as compared to her sons' Honeoye, New York, high school graduating classes of fewer than 70 students.

But her sons have adjusted well, she reported, and her primary hope for them is that they will "find jobs that challenge their abilities."

O'Brien reassured parents about their important role in their offsprings' lives.

"No student in college at RIT or anywhere is able to get through the challenges and rigors of college without encouragement, advice, support, love, and," she winked, "money—from their parents. You are their number one influence."

— Debbie Waltzer



Thinking about transferring Otis Slaton, a college student in Augusta, Georgia, shares his perspective of NTID.

Tomorrow begins today

The slogan of the Open House, "Tomorrow Begins Today," summed up visiting students' views of upcoming changes in their lives.

Jamie Bohn, a senior at University High School in Irvine, California, has friends at NTID and is considering attending herself. She and her parents made the trip to get more information and confirm their preference for NTID. In just three short hours, they attended the opening presentation, looked over all the exhibit booths, visited the library, bookstore, and two residence halls, and had an admissions interview.

"I was excited by the booth for the computer programs," says Bohn, who owns both an IBM and a Macintosh. "There are so many different areas of computer technology. Wow! There's a lot to pick from."

The distance between New York and California doesn't faze Bohn one bit.

"It's exciting for me to fly across the country," she says. "I like challenges in my life."

Not all students who attended the open house are high school seniors like Bohn. Otis Slaton of Augusta, Georgia, now studies computer technology at Augusta Technical College. He flew to New York to meet his father, who took a day off from work to drive him to the Open House.

"I liked visiting NTID," said Slaton. "I'm considering transferring here, and I wanted to learn more about admissions and financial aid."

"RIT is a bigger campus than Augusta and has both deaf and hearing students, which I like."

David Del Pizzo of Bryn Mawr, Pennsylvania, who attended NTID's



What is College Life Really Like?

They came from many states and provinces. Some were skilled ASL users; others knew only a few basic signs. Many are in mainstream high school programs; some study at residential schools for students who are deaf.

At the outset of the Open House workshop for prospective students, their differences seemed striking; but by the end of the

"students only" event, it was clear that a community had formed.

Titled "Freedom and Independence: What is College Life Really Like?", the workshop was an opportunity for deaf and hard-of-hearing high school students to ask questions of a panel of current deaf RIT students.

Student development educators solicited questions from the student visitors, then fielded them to the panel. Shared experiences took center stage. Barriers to communication were pushed aside. Lively discussion focused on the possibilities of a common future instead of dwelling on individual differences.

A number of questions focused on the issue of the deaf community and the place of deaf and hard-of-hearing students at RIT. One current student noted, "I feel welcome here; the people here are open." Another commented on her strong feelings of belonging: "I don't feel isolated like I did as the only deaf person in a hearing high school."

Other questions related to parties, cohabitation, sports, food, time management, and interpreters. On the topic of getting

along with roommates and others, college students urged respect for one another as the key to good relationships on any college campus.

The current students also urged the workshop participants to take advantage of everything available if they come to RIT. Information on the city of Rochester was also given, with special attention to the events, clubs, and resources available for deaf people in the area.

Throughout the discussion, specific questions and answers seemed less important than the opportunity for people to get to know one another and compare their dreams of coming to college. Students—present and future—spent the afternoon dispensing and taking in advice and information, listening carefully, communicating openly, and laying the groundwork for bright futures for deaf students at RIT.

—James Graves

EYF program last summer, reappeared on the Institute's doorstep during the Open House, marking his third visit to campus.

"During EYF, I learned more about my skills and interests," he says, "and now I'm interested in studying packaging science and civil engineering technology."

His main motive for visiting the open house was to investigate the Rochester area itself.

"I want a peaceful, safe environment with neat places to go," says Del Pizzo. "I wanted to find out what Rochester is like as a city and if the people are friendly. I feel safe here."

In addition to programs of study and a safe place to live, Del Pizzo, who attended Clarke School for the Deaf in Northampton, Massachusetts, likes NTID's mix of communication styles.

Nutter, the intrepid air traveler, found answers to his many questions about NTID.

"I've gotten more information on what NTID has to offer," says Nutter, who is vice president of the senior class of Crater High School in Central Point, Oregon. He also participates on the school's track team, was involved in the drama club, and has won honors for writing, spelling, and geography. His collegiate academic interests include drama, law, and psychology.

"I realize it's okay to be deaf here!" he adds, having spent his high school career among few other deaf students. "That enriches the learning environment for me."

Not for students only

Many parents who accompanied their sons and daughters to the Open House found themselves less apprehensive about the upcoming dramatic change to their children's and their own lives. Sending their deaf and hard-of-hearing children to college at NTID

seemed quite exciting to them after seeing NTID for themselves.

"I feel Guthrie won't be restricted here," says Elizabeth Nutter. "I don't have to worry about him because I know that he will be able to communicate easily with students and teachers."

The Nutters had never heard of NTID until they met Lorian Lacro, NTID recruiter, in Oregon earlier in the year. "When we heard more about NTID from Lorian," says Elizabeth, "I thought, 'This might be the answer.' This feels like the right balance. I don't want Guthrie to experience prejudice, and here he has peers and a variety of students, deaf and hearing, to identify with."

For Karen McNeill, bringing her daughter, Andrea, to the Open House was worth Andrea's missing a day of school.

"I know it's fine to leave Andrea here," says McNeill, of Irondequoit, New York. "It feels comfortable to me to



Lots of work and lots of play Above, a prospective student's family laughs with an Open House host; right, Sue Trosclair, second-year manufacturing processes technology student from New Orleans, explains the set up and operation of a lathe to visitors.



know that she's like everyone else, and she's not missing any information."

Nick and Mary Ann Del Pizzo, David's parents, also were delighted with their experience at NTID.

"The Open House has been wonderful," says Mary Ann. "We've had our questions answered about interpreting services, notetakers, residence life, and campus security, and we're happy with what we've seen and heard."

One teacher of deaf students for Monroe-Orleans Board of Cooperative Education Services, Susan Pryntz, learned a great deal more about the Institute during the Open House.

"I knew about NTID in a general sense," says Pryntz, "but now I have a

much clearer understanding of the academic programs NTID offers and also the access and support services available for students who study in the other colleges of RIT."

Pryntz felt that the Open House helped her student, Matt Moffatt, a senior at Gates-Chili High School in Gates, New York, become more aware of life after high school.

"I think the Open House brought his thoughts into the realm of reality," says Pryntz. "He learned about all the different programs, and I think that opened his mind to the possibilities. He had an admissions interview, which I thought was wonderful. I don't think he'd really thought much about college before."

As a teacher, Pryntz benefited from attending the Open House, but she notes that parents also benefit greatly.

"Parents usually are at least equal partners in the decision-making process with their kids," says Pryntz. "The information presented was so clear about what NTID offers that it certainly would help with their decision. I think attending the Open House can help calm parental fears of their children leaving home and going off to college."

NTID's next open house will be held October 11, 1996. For information, contact NTID's Recruitment and Admissions Office at (716) 475-6273 (v/tty). ■

Postcard NOT from the Edge

by Kathryn Woodcock

Kathryn Woodcock is visiting assistant professor with a joint appointment in NTID's science and engineering support department and the RIT College of Engineering. She is a native of Toronto and has bachelor's and master's degrees in systems design engineering from the University of Waterloo in Ontario, Canada. She is completing her doctoral dissertation in industrial engineering at the University of Toronto, specializing in ergonomics.

Before coming to RIT in 1994, Woodcock spent eight years as vice president of hospital services at Ontario's Centenary Health Centre. She first visited NTID in 1992 to present a lecture to students about her experiences and interests.

Describing the career path that led her to NTID, she says, "Near the end of my time at Centenary, I realized that I was actually deaf and ought to do something about it... I'd never met another deaf person, and with a progressive hearing loss, it was easy for me to overlook that I really couldn't hear. So I began learning sign language and got involved in deafened adult groups."

Woodcock joined the Canadian Hearing Society and soon was elected to its board. She was elected president of the society in 1990—the first deaf person elected to that position—and served for two years.

Woodcock also is an active member of the 2,500-member international Association of Late-Deafened Adults (ALDA). She originated and edited the first three annual ALDA Readers, anthologies of writings by and about late-deafened people. In 1994, she organized ALDA's annual conference in Toronto.

At RIT, in addition to teaching industrial engineering courses, conducting research, and advising deaf students enrolled in RIT engineering programs, Woodcock is working on a new program to provide support to deaf students in graduate programs and is involved in an Institute study of cumulative trauma disorders among interpreters.

When Woodcock wrote the following article last year for the Canadian Hearing Society's *Vibrations* magazine, her aim, she says, was to "give my Canadian friends some vision of what level of access is attainable. Rochester is an example that disproves the conventional wisdom that it just isn't practical to expect much."

The article is reprinted with permission from the Spring 1995 edition of *Vibrations*, published by the Canadian Hearing Society.

—Kathleen S. Smith

Where deafness is normal...Wish you were here

After emerging from the coma brought on by organizing the Association of Late-Deafened Adults' sixth annual convention (in my hometown of Toronto), I found myself newly located in Rochester, New York.

Rochester is a city where hairdressers, chicken wing takeouts, department stores, even symphony box offices have TTY phones. At any given time, the nearest McDonald's may be staffed by a deaf majority. Deaf customer service personnel are on duty at my local bank, post office, and computer superstore. I'm still a little bewildered by the American health care system, although it's nice to know I can call my health maintenance organization direct on their TTY line. The second question I am asked when I arrive at the hospital emergency department (after "What's wrong?") is "Would you like an interpreter?" whereupon an RID-certified professional interpreter (one certified by the Registry of

Interpreters for the Deaf) is summoned to my side for the duration of my examination.

Two international deaf periodicals are published here: *Silent News* newspaper and *Deaf Life* magazine. Both publishers currently are vying for the readers and advertisers in publishing local newspapers for the deaf community. Several highly professional telecommunications relay services also compete for my patronage, and public TTYs have never been easier to find. The Greater Rochester International

Airport is equipped with both Ultratec TTY pay phones and the technically eye-popping AT&T Public Phone 2000 with keyboard; my local grocery store offers a low-tech equivalent that attests to its antiquity: an extension phone set plus a Superprint TTY set up inside a daily newspaper vending box, priced at a quarter!



Kathryn Woodcock



"The usual, please" Kathryn Woodcock is a regular customer at a McDonald's close to her suburban Rochester home. Here she chats with clerk Dawn Oryl-Patino, who is deaf.

The Americans with Disabilities Act (ADA) has made many amenities commonplace all over the United States. Wherever I travel here, I no longer need to explain why I need flashing lights for fire and captions for TV. In contrast, a hotel clerk in Barrie, Ontario, recently looked me in the eye and told me my room was indeed 'accessible'—I need only drive around to the side door! And why would I need a special TV box? The volume knob was adjustable! Last summer, three major hotels (near the Belleville provincial school for the deaf) could offer me no captioned television, while a fourth asserted (correctly) that closed captions were already inside all the TVs. Unfortunately, the decoder chip was not.

As a first-year faculty member at Rochester Institute of

Technology, College of Engineering, with a cross-appointment to the National Technical Institute for the Deaf (NTID), I decided to rent an apartment on campus. It was provided with flashing fire and doorbell lights in four rooms plus a hallway. On the job, I have a computer with an Ultratec Intellimodem Futura software combination on my telephone line and a flashing office doorbell. One of the Institute's nearly 100 interpreters assists my predominantly hearing students to communicate with me in the classroom (although quite a few can communicate with rudimentary signs).

The presence of the National Technical Institute for the Deaf has done much to establish deafness as a 'mainstream' state in Rochester. Various technical

and liberal arts associate degree programs are taught within NTID to signing and oral deaf and hard-of-hearing students. NTID also provides notetaking and interpreting support for more than 400 deaf students qualified for admission into 'mainstream' bachelor's and graduate degree programs (in engineering, math, science, information technology, imaging sciences, business, social work, and others). With more than 1,000 deaf students and more than 100 deaf and hard-of-hearing faculty and staff, NTID helps to give Rochester the highest population density of deaf people in the nation. NTID's population is supplemented by other deaf employees (many professionals) at Rochester School for the Deaf, Eastman Kodak Company, Xerox Corporation, and other

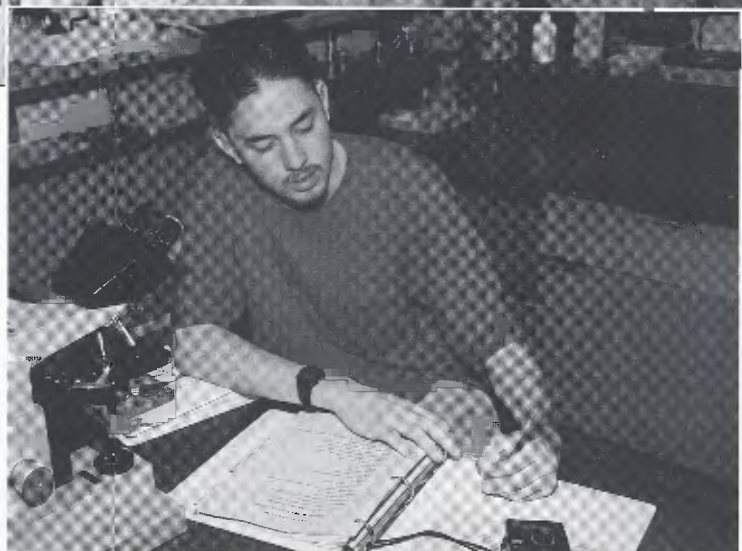
companies in the city that—fittingly—sees itself as the "world's imaging centre." What a perfect match for visual people!

All isn't Utopian here, but the topics of complaint would seem like luxuries to Canadian deaf people. What passes for life in the 'mainstream' in Canada so often means going beyond just useful oral skills of lipreading and speaking, to putting up without basic access amenities in order to pass for hearing. Unfettered comfort with being deaf is often found only in little 'islands' within deaf schools and deaf clubs or small social circles of people one knows well enough to lipread.

After years living on the edge, it's exciting to see deafness being truly part of the mainstream. ■

A Bridge to the Future

by Kathleen S. Smith





Been there, done that NTID's weeklong *Explore Your Future* program offers a montage of memorable moments.

Last summer, 136 high school students from around the country spent a week on the RIT campus. They went to classes, ate meals together, socialized, and shared dorm rooms in the residence halls. Summer School 101? Almost.

Actually, this crop of students—whose educational, communication, and social backgrounds were as diverse as their hometown locales on a map—were participants in NTID's "Explore Your Future" (EYF), a transition education program offered through the Institute's department of educational outreach.

A program designed to assist deaf and hard-of-hearing students make the transition from high school to college and/or the world of work, EYF allows high school juniors to get "hands-on" experience in five technical areas (business, computer science, engineering, imaging technology, and science) and to experience the rigors of college life.

In addition to the technical awareness activities that simulate both the college environment and the world of work, EYF offers career counseling that allows students to explore both themselves and their career options. Through values clarification, decision making, career testing, and transition presentations, students gain a clearer image of what their lives will be like after they leave the "cocoon" of high school and begin their journey into adulthood.

Dr. Gerard Buckley, director of NTID's Center for Outreach, which sponsors EYF, says, "So much social and emotional growth takes place during this week.... Students leave here better prepared to



Buy me some peanuts and cracker jack A trip to see the Rochester Red Wings baseball team always is a highlight of the week.

succeed in college. EYF helps get them ready for life after high school."

From a program that began in 1985 with 18 participants, EYF has grown steadily over the years. Last summer's group of 136 students was the largest yet, prompting plans for EYF 1996 to include two sessions of 100 students each. Clearly, the transition program is hitting its mark.

"For many students, EYF offers a slice of independence at a time when they're ripe for it," says EYF counselor/coordinator Robb Adams, associate professor in the department of counseling services. "After a week of networking and living together, students feel they belong as a group."

Gaining a dual sense of belonging to a group striving to identify their future career paths and autonomy in identifying their own independence, says EYF coordinator Jean Bondi-Wolcott, is part of the important transitional bridge between high school and college.

"The exhilaration that EYF staff members feel at the end of the week comes from knowing that we're making a difference in these students' lives," says Bondi-Wolcott. "When they leave, they are more confident in their ability to make decisions related to their futures."

EYF's rigorous, activity-filled week begins as early as 7 a.m. and ends well

after 11 p.m. Those first few days—judging from journal entries that students are required to keep—are full, with everything from learning style preference tests to late-night gab sessions in dorm rooms.

In addition to attending technical classes, students can participate in many activities that allow them to learn about themselves and each other.

Since nearly 70 percent of EYF's students come from mainstream high school programs—where often they may be the only deaf student enrolled in their school—EYF's social experiences are enlightening and sometimes, life changing.

During last summer's program, students enjoyed a Hawaiian party, attended a professional Triple-A baseball game, went bowling, and watched a movie.

These activities are staffed by deaf student RAs (residence advisors), who are excellent role models for the high school students.

Several RAs, like third-year student Elizabeth Stone, attended EYF when they were in high school.

Says Stone, "EYF gave me a chance to be exposed to Deaf culture.... I finally realized how much I had in common with other deaf people."

Since then, Stone has been involved in both EYF and NTID's Summer Vestibule Program for accepted students.

Of last year's EYF group, Stone notes, "Their view of life was much different from what I remember when I was that age. They were much more mature and many seemed to know a lot about Deaf culture already."

Program coordinators take advantage of that maturity whenever possible. As EYF staff member Katie Schmitz notes, "On registration day, we talk directly to the students, focusing on them and their interests. We're trying to make the point that the students are responsible for themselves and their decisions."

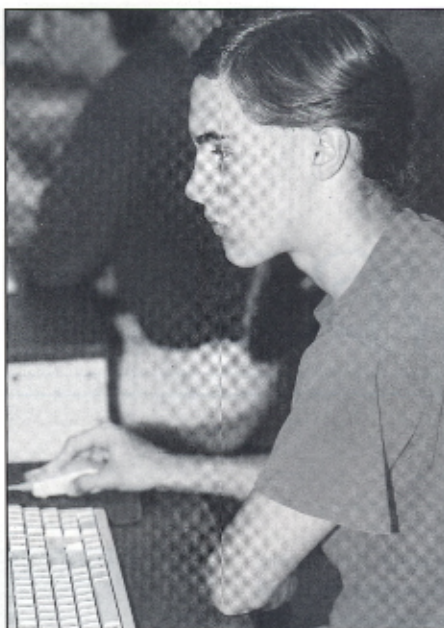
So what do parents do during this week of independence for their children?

Some plan a vacation in a nearby area; others go home and return at the end of the week. A few, Bondi-Wolcott says bemusedly, ask if they can live in the residence halls with their children. The answer is a polite but firm "No."

For some parents, that's part of the difficult challenge of letting go, a topic addressed during an EYF "parent transition workshop" led by Dr. Elizabeth O'Brien, professor in the English department and coordinator of NTID's parent outreach project.

The workshop's goal is to give parents some strategies that they can use during their child's final year of high school to facilitate the transition from the "secure" structure of high school into the next life stage for these young adults and the beginnings of adult-to-adult relationships with their parents.

"Obviously, these parents come with a mix of perspectives," says O'Brien, "but there are the general concerns of letting go, wondering whether their child will survive in a college environment, and looking for ways to foster more autonomy in their adolescent."



Concentration During EYF, students can test their computer skills in a variety of areas.

Workshop panel discussions address what happens when students enter college and how relationships change between students and parents.

"Parents begin to share feelings and strategies that they have found to be helpful with their own adolescent," says O'Brien. "Such parent-to-parent dialogue is more meaningful than having professionals talking to parents."

One parent of a 1994 EYF participant recalls that her son seemed very nervous at the beginning of the program. When she returned to get him at week's end, her normally "unexpressive" son gave no indication of whether or not he had enjoyed the experience, which prompted the mother to say, "We hope you had a good time. . . . I guess we'll continue to look at other schools." Her son replied emphatically, "What for? I'm coming here."

Laughs the parent, "My advice to parents wondering whether to send their child to EYF is go ahead and do it. It's the best investment you'll ever make."

"Explore Your Future gave our son the opportunity to see college life in person, which is much different than reading about it in a catalog," says Nadine Graham of Edmonton, Alberta, Canada.

"Robert knew he wanted to attend college; EYF simply solidified his desire

and motivated him to finish high school with good grades. He had decided during EYF that he was interested in engineering, so he worked with his high school guidance counselor to take engineering courses during his senior year."

"It's worthwhile to make an informed choice about college," continues Lyndon Graham. "To have the chance to explore our son's future with him was important to all of us. When he arrived at NTID as a first-year student, it was like walking into an old friend's backyard."

Two sessions of Explore Your Future will be offered in 1996: Session I is July 20-26; Session II is July 27-August 2. Cost of the program is \$450, with an additional \$50 registration fee. Deadline for applications is July 10. ■

For more information about the program, contact:

Rochester Institute of Technology
National Technical Institute for the
Deaf
Department of Educational Outreach
Explore Your Future Program,
PPH-1154
52 Lomb Memorial Drive
Rochester, NY 14623-5604
(716) 475-6705 (v/tty)
(716) 475-6500 (FAX)

Comic Relief, Deaf Style

Reviewed by Barbara Motylinski-DiGiovanni

DEAF CULTURE, Our Way
Roy, Samuel, and Thomas
Holcomb
DawnSignPress, 1995

DEAF CULTURE, *Our Way* offers a kaleidoscope of deaf people's unique way of life in the past and in the present. The authors include a variety of anecdotes that show how deaf individuals deal with today's technology and social issues.

The section, "New Technology, New Hazards" describes how deaf people may not realize a piece of equipment's complete function. Such a situation may occur, for example, when a deaf person uses a computerized talking Coca-Cola machine that says, "Have a great COKE day!"

Hearing people may not realize that such innovative, technical devices may complicate, rather than simplify, the lives of deaf people.

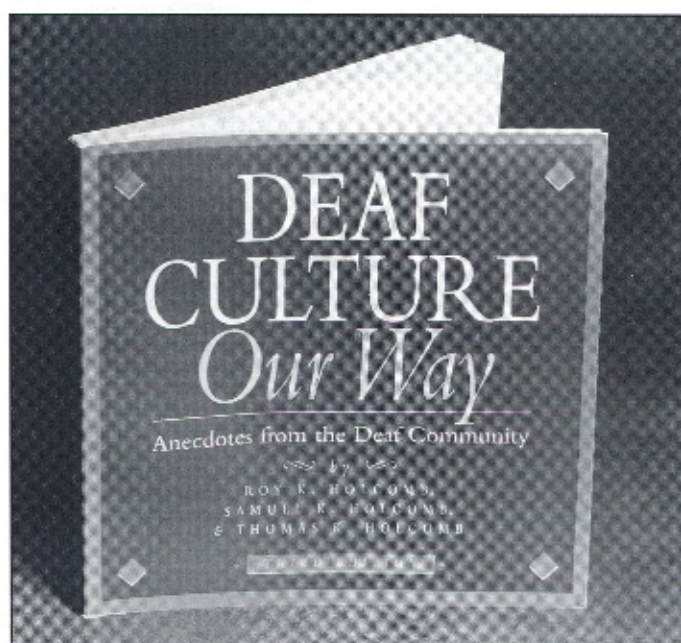
For example, the authors note, "Deaf people were accustomed to two different light signals: long and slow flashes for a ring signal and short and rapid flashes for a busy signal. Nowadays, you get confused with different signals for fax, modem, voice mail, and all the other features that come with phones."

Another section, "A Hazard No More," describes how old hazards no longer exist due to advancements in technology. For instance, electronic boards near airport gates make information about departure and arrival times easily accessible to deaf people (rather than limiting the messages through a loudspeaker announcement).

DEAF CULTURE, Our Way allows those who are not deaf to imagine what it's like to be in situations related to interaction between deaf and hearing individuals. Some of the anecdotes describe hilarious, ridiculous, embarrassing, and even sorrowful events.

I use this book in my course, "Structure of ASL," that I teach to 16- and 17-year-olds. The students find the anecdotes funny as well as educational. I, too, can see the humor in most of the situations depicted, even though the stories include frustrating experiences or situations through which someone is struggling.

DEAF CULTURE, Our Way has made me more conscious of how and why things happen. Also, it has helped me make better predictions of what might happen if I confront some of the situations depicted. While it may be true that most deaf people can benefit from reading this book, that does not



mean it is not suitable for readers who have little or no contact with deaf people.

Hearing people may explore this book with curiosity and find it broadens their horizons toward deaf people and helps them gain a better understanding of and empathy toward Deaf culture. Additionally, this book provides a common ground among readers, deaf and hearing, so that all may gain a clear view of how things happen in the ways of both worlds.

Barbara Motylinski-DiGiovanni received her bachelor's degree in social work from RIT in 1990 and her master's degree in secondary education from RIT's Joint Educational Specialist Program in 1992. She is a social studies/ASL teacher at Rochester (New York) School for the Deaf and has used the book *DEAF CULTURE, Our Way* with her students. ■

AROUND THE QUAD

DeCaro receives NCOD award

Dr. James DeCaro, NTID dean and interim director, in February was among six individuals and one corporation to receive an achievement award from the National Center on Deafness (NCOD) at California State University at Northridge. DeCaro, NTID dean since 1985, received the Daniel T. Cloud Award.

"Daniel T. Cloud (1900-1962) was one of America's

truly great educational leaders in the field of deafness," said Herbert T. Larson, NCOD director, in announcing DeCaro's nomination. The award bearing Cloud's name was established to perpetuate his memory, vision, and remarkable contributions in furthering the education of people who are deaf or hard of hearing.

"You have demonstrated the unique qualities of Dr. Cloud and it is with much pleasure that the NCOD honors you with this award," said Larson in a letter to DeCaro.

The award is particularly meaningful to DeCaro because when Cloud was superintendent of Illinois School for the Deaf (ISD), he hired both of DeCaro's in-laws, David and Grace Mudgett, as teachers. It was David's second and Grace's first job. They each taught at ISD for more than four decades.

Since 1968, the NCOD has recognized the achievements of those who have been pioneers in the fields of deaf education or have shown excellence in leadership.

DeCaro joined the NTID faculty in 1971 and has held various leadership and teaching positions. He is on the board of directors of both the American Society for Deaf Children and Highland Hospital of Rochester, New York, of which he also is secretary. In addition, DeCaro is a member of many national organizations, including Alexander Graham Bell Association for the Deaf, American Educational Research Association, Conference of Educational Administrators Serving the Deaf, and National Association of the Deaf.

Abracadabra!

NTID was the site of the 6th World Deaf Magicians Festival in April. The eight-day event, sponsored by the Society of World Deaf Magicians and endorsed by NTID, featured amateur and professional deaf magicians from 18 countries. It was the first time that the festival occurred in the United States.

In addition to competitions in three categories and assorted workshops and lectures, the magicians hosted a Kids Day in which they performed for and taught magic tricks to deaf students from the Rochester area.

Wolk Center opens

The Louis S. & Molly B. Wolk Center for Jewish Cultural Enrichment for the Deaf began serving RIT students this year. The Rochester Area Hillel Foundation received a three-year, \$75,000 grant to establish the Wolk Center, which is located in the Hillel House in RIT's Colby building.

Penni Moss, Hillel's program director who also staffs the

new facility, says the Center's goal is to provide an array of cultural, educational, and social activities that connect students to the Jewish tradition—opportunities that previously may not have been accessible to deaf students.

"We're excited about the opportunities that the Wolk Center is providing for students to learn more about Judaism and investi-

gate and express their Jewish identities," says Moss.

Creative and entertaining social programs, cultural and educational projects, High Holiday religious services, and access to national and international programming for deaf Jewish students are just a few of the activities available through the Wolk Center.

NTID hosts ASL literature conference

Nationally recognized performers, poets, storytellers, and artists were among the participants at the second national American Sign Language Literature Conference that took place March 28-31 in Rochester. The 1996 conference promoted commitment to the creation and study of the literature of Deaf culture. NTID, University of Rochester, and Rochester School for the Deaf co-sponsored the event.

Presentations addressed a variety of topics, including literary and linguistic analysis; instructional techniques for teaching ASL literature; and sociolinguistic and political issues for promoting ASL literature. As with the first national ASL Literature conference in 1991, artists' performances were complemented by a discussion of techniques and analysis of their work.

Keynote speaker Clayton

Valli, assistant professor in Gallaudet University's Department of Linguistics and Interpretation, presented "Nurturing ASL Literature In Its Own Time," in which he described his research concerning rhyme meter features of ASL poetry. Valli, the first person ever to receive a Ph.D. in ASL poetry, also discussed nurturing the growth of ASL literature, stimulating production and publication of teaching materials, and including ASL literature in school programs for deaf students.

Featured performers of the four-day event included Ella Mae Lentz, Patrick Graybill, Evon Black, and Charles Katz. Other presentations included Deaf children's performances of ASL stories, poems, and literature; ASL animation/animated films; Children's Theatre program panel; and performances by LIGHTS ON! Deaf Theatre, a Rochester theater group.



Rozanski photos document European Deaf community

Every picture tells a story, and Kathleen Rozanski's photos of Deaf communities in 11 European countries tell volumes. Supported by a Mortimer Hays-Brandeis Traveling Fellowship, Rozanski, a 1995 graduate of RIT's photojournalism program, traveled throughout Europe from June to October 1995 to explore and document through photographs the lives of deaf people.

She captured images of daily life, special occasions, and mon-

umental gatherings—deaf children in their classroom; a wedding in Dublin, Ireland; and a human rights gathering in Munich, Germany.

Upon returning to the United States, Rozanski began working on printing the photographs that she hopes to exhibit and publish. She says going through the hundreds of images was like revisiting the people and places—an experience of a lifetime.

Deaf Women's issues recognized

A half-hour television program about NTID's Deaf Women's Studies class, produced by WOKR-TV, the ABC affiliate in Rochester, New York, was one of eight programs nationally to receive a National Easter Seals Society EDI (Equality, Dignity and Independence for people with disabilities) Award. The award also recognizes efforts to increase public understanding of disability issues.

The multicultural public affairs program *Many Voices, Many Visions* featured an interview with Vicki Hurwitz, stu-

dent development educator in the student life department and creator of the course; footage from one of the actual classes; and comments from students. The award-winning segment originally aired in December 1994 and also featured students from Rochester School for the Deaf performing the program's original theme song. It was rebroadcast along with two other model educational initiatives in December 1995 as a prime-time special titled, "Educational Excellence: Taking Pride in Rochester."

NTID community remembers two students

Students and faculty and staff members were saddened by the loss of two former NTID students, Amira Gumby and Barry Kramer, who died in 1995. Gumby and Kramer were active in various NTID and RIT clubs and organizations.

Gumby, 24, of Philadelphia, was a student in the photo media technologies program and a champion swimmer on RIT's women's team. She also was a member of Sigma Sigma Sigma Sorority's Epsilon Psi chapter, the Black Awareness Committee,

and the Ebony Club. She swam 50- and 100-meter freestyle and set swim meet records for RIT; she was twice named Division III All American. Gumby died in December after a 2½-year battle with cancer.

Kramer, 34, of Rochester, New York, studied in the electromechanical technology program in the 1980s. He played saxophone, clarinet, and flute in the NTID Time Stompers and RIT Tiger bands. He died in November of a heart attack.



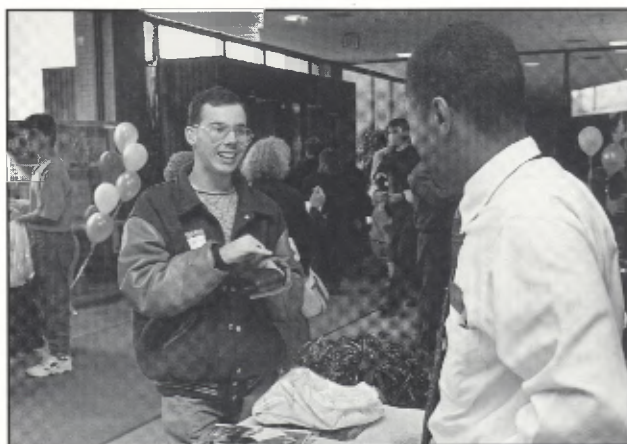
Rochester Institute of Technology
National Technical Institute for the Deaf
Lyndon Baines Johnson Building
52 Lomb Memorial Drive
Rochester, NY 14623-5604

ADDRESS CORRECTION REQUESTED



Michael Spencer

Exploring their futures, p. 18



A. Sue Weisler

Company's coming, p. 11



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Partners in learning, p. 3