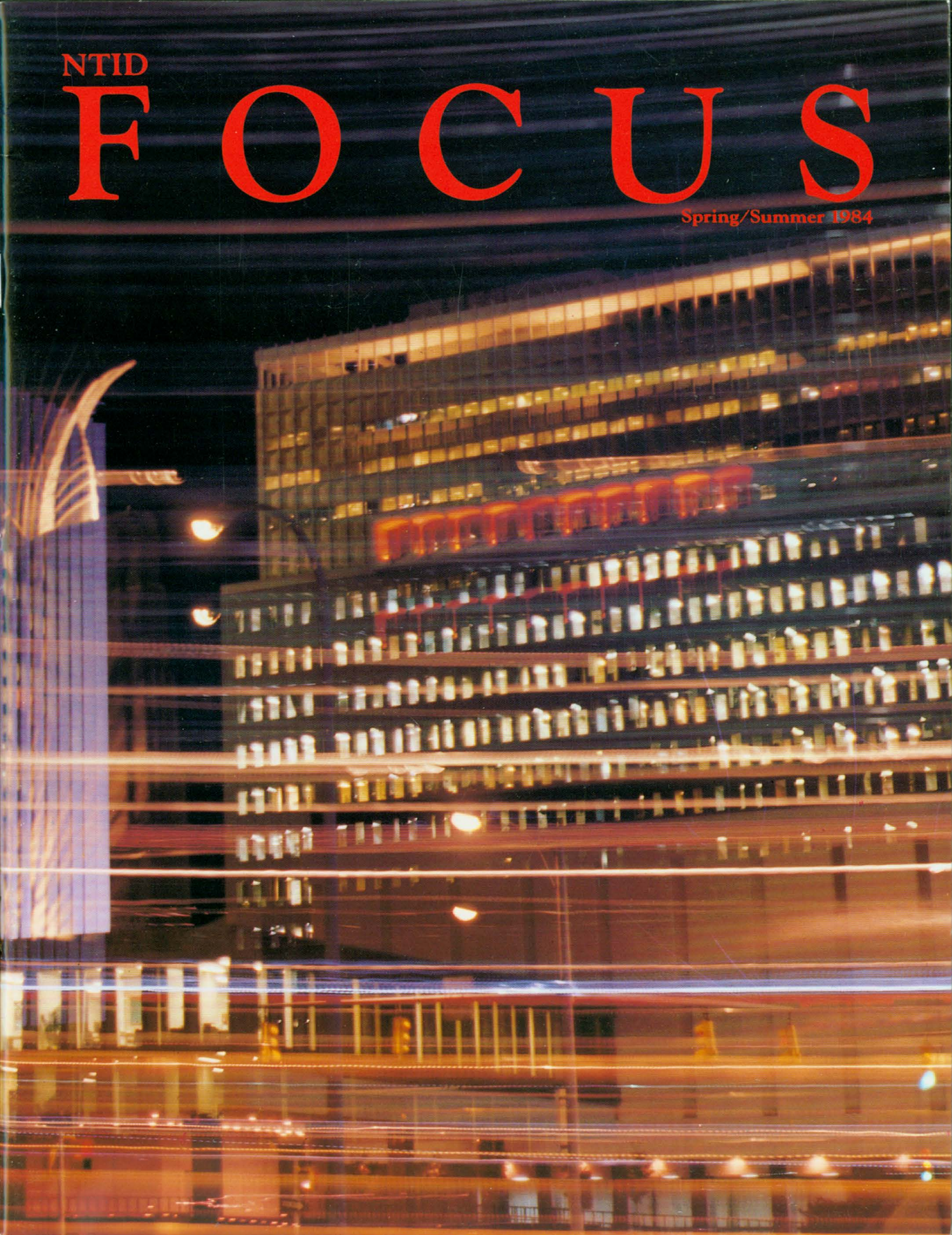
NTID

FOCUS

Spring/Summer 1984



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About the cover...

Our award-winning cover photograph of Rochester was taken by Applied Photo/Media Production Assistant Professor James Veatch as part of a "Sesquicentennial Portrait Night" competition. Veatch stationed himself in the center of downtown Rochester on a clear September night to capture this neon view of the city, which was illuminated especially for the occasion.

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

A skateboard, a sail, and a breeze . . . that's all second-year Applied Photography student Meir Pluzniak needed to whisk around campus on a balmy day in May.

NTID and Rochester: A Happy Marriage

From the Director's Desk

This year, Rochester, New York, celebrates its Sesquicentennial—the 150th anniversary of the year that the "Flour City" was settled.

Rochester has a proud history. One important aspect of that history is the city's recognition as a cultural and educational home for deaf persons.

The Rochester School for the Deaf, which dates back to 1876, has been an anchor for the deaf community for many years.

The addition of NTID to the campus of Rochester Institute of Technology through an agreement signed in 1966 signaled an added resource for the hearing-impaired community. Indeed, Rochester today has one of the largest per capita populations of deaf persons in the country.

A special bond exists between the Rochester community and its two educational institutions serving deaf persons.

Volunteer and community groups, such as the Monroe County Association of the Hearing Impaired and the local chapter of the Telephone Pioneers of America, have made the community aware of, and responsive to, its unique deaf population.

Special accommodations for deaf persons are made by public agencies such as the New York State Department of Motor Vehicles. Many local businesses have taken positive steps to sensitize their employees to deafness.

NTID has strong ties to the business community. Rochester's largest employer, the Eastman Kodak Company, has hired many of our graduates, either as cooperative work students or as full-time employees. Several other Rochester firms have responded in kind.

Dr. William Castle describes the history of NTID during a March presentation at RIT's City Center.

You will read in this issue of *NTID Focus* about several of the contributions made by NTID students, faculty, and staff members to Rochester's Sesquicentennial celebration. We are delighted to be involved.

William E. Castle

Celebrating ROCHESTER

By Kathleen Sullivan

Marie Nguyen listened as Associate Professor Michael Krembel proposed an idea to her art class: How would the students like to create a poster for Rochester's Sesquicentennial Women's Week? The poster, he said, must commemorate and capture the spirit of pioneer suffragette Susan B. Anthony, a Rochester native.

Nguyen absorbed the details of Anthony's life as related by Sesquicentennial Committee members Beverly Morgan and Joan Lanier. She learned of Anthony's bravery ...of the resistance she encountered by those opposed to the women's movement... how she was a proud and determined woman. Then Nguyen began to draw.

What emerged from her hands—and her heart, she would later say—was a stunning pastel poster depicting a delicately crafted yellow rose—Anthony's favorite flower—in full bloom. Her winning effort (several students submitted ideas) became the symbol of the week-long February celebration. It was the first art project that Nguyen, a third-year art student at NTID, ever did for a client.

"I tried to portray my feeling for women in the poster," she says. "I didn't want to draw Susan B. Anthony's face—it seemed like such an old-fashioned concept. The rose is beautiful, and yellow was her favorite color."

Krembel believes that Nguyen's poster is the first one designed for the city's 150th birthday celebration.

"I originally planned to use the poster as a class project," Krembel says, "but then I decided to offer it to the female students in the class. It seemed appropriate for a Women's Week project, and it also took the pressure off students who were already working on other projects."

The students—Nguyen, Theresa Davisson, and Lori Mingo—were given only one week to prepare "comps" (pencil or magic marker renderings of an idea) for the Committee.

"In five days, they came up with 27 comps," says Krembel. "We selected four of them, and then the Women's Week Committee chose the final design."

Although Nguyen's idea won, her fellow students didn't bow out of the project. They stayed involved from beginning to end, helping Nguyen improve and refine her original concept.

Her final idea—the yellow rose in full bloom—was applied to two versions: a small poster with space for individual advertising promotions and a fine art print that was sold during Women's Week. The proceeds of that sale went toward a scholarship fund for a local female high school student who wants to pursue women's studies at an area college.

Although certainly the most visible, Nguyen's artistic contribution to Women's Week was not the only one to emerge from NTID.

Twenty female faculty and staff members contributed works, including poetry, paintings, and a videotaped dance performance, to a show that opened Feb. 6 in NTID's Mary E. Switzer Gallery titled, "Women's Words and Images."

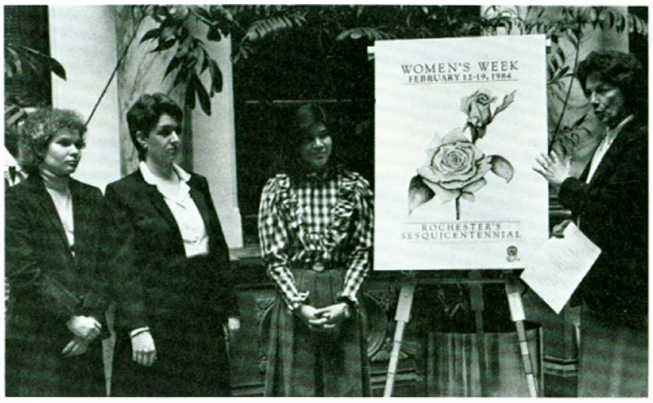
Simultaneously, 18 female graduate students from RIT displayed their talents in an exhibit at Wallace Memorial Library. It was the first time that both galleries were utilized for a single "cross-campus" exhibit.

"Women's Words and Images" was coordinated and curated by Associate Professor Zerbe Sodervick, chairperson of NTID's Visual Communication Support Department.

"The idea for 'Words and Images' began long before we were aware of a Women's Week in Rochester," she says. "It was a happy coincidence that both events fell during February."

Sodervick selected works from full-time female faculty members of RIT, as well as all women graduate students. She wound up with entries from the College

(Above) Lori Mingo, Marie Nguyen, and Theresa Davisson share poster ideas with Women's Week Committee member Beverly Morgan.



of Liberal Arts, the College of Graphic Arts and Photography, and NTID, as well as from several professional full-time campus artists.

"I was concerned with representing the creative expression of both words and images," Sodervick says. "I was looking for art and photography works accompanied by statements from the artists about their personal directions." She ended up with much more than that.

NTID Associate Professor Bonnie Meath-Lang contributed poetry, Media Production artist Lynn Campbell donated fabric works, and dance instructor Susan Galligan offered a videotaped dance performance that Sodervick says "really stretched our creative limits on display!"

Through it all, Sodervick involved the community by extending the Gallery's hours into the evening and holding several free panel discussions about and by the artists. Thirty students from Monroe's School of the Arts performed at the Gallery opening.

While her original goal was "to arouse recognition and awareness of women at RIT," Sodervick found her own eyes being opened to a distinct lack of networking among women on the campus.

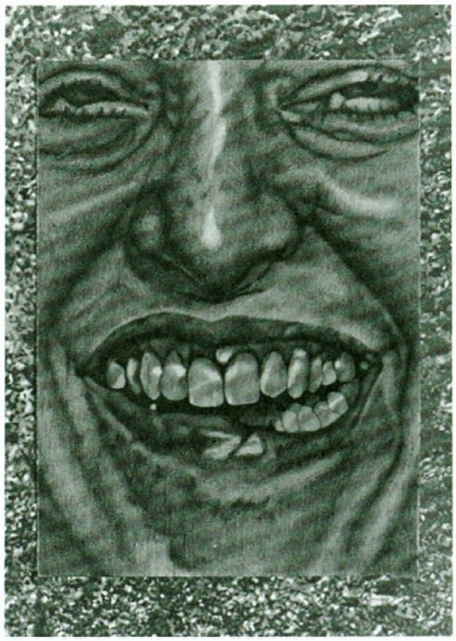
"I was amazed to meet for the first time another female artist who had worked at the Institute for 10 years, as I had. Our paths had never crossed, although our interests were mutual. I was even more amazed to learn that in some of the colleges of RIT, the ratio of male to female faculty members is as high as 30 to 1."

Sodervick says that she is not "a feminist," but simply is concerned about finding appropriate role models for NTID's female students. She acknowledges that NTID has "several creative women leaders in the areas of art and photography," but sees a need for women "to more visibly address their professional contributions to the field of art.

"I like to put people together and use their energies," she concludes. "We can create tremendously exciting art experiences through sharing."

Other contributions to Women's Week included a Toastmistress event and a Student Career Day, both hosted at RIT's City Center. The latter event was attended by more than 200 female high school students from the Rochester area.

"Working on the Women's Week poster made me much more aware of women in this community," says Nguyen, a native of Silver Spring, Maryland. "I had never even heard of Susan B. Anthony. And now...I have a lot of respect for her."



(Top) Nguyen's poster was unveiled at a City Hall ceremony that included Women's Week co-chairman Nan Johnson; (left) a graphite drawing from faculty member Joyce Shikowitz's "Mt. Rushmore Series"; and (right) a terracotta sculpture by graduate student Randi Klarnet.

Turning Back the Pages:
A Look at Education for Deaf Persons in Rochester

By Lynne Williams

It started more than 100 years ago with a small, dark-eyed child and her determined mother. If that child had been born into a poor family, education for deaf persons in Rochester might have ended right there, and she would have suffered the fate of most other deaf children in the late 1800s—hidden away in a hopelessly unproductive life.

But she wasn't "any other" deaf child. She was Carolyn Perkins, daughter of Mr. and Mrs. Gilman H. Perkins, people of wealth and position in the Rochester community. They were determined that their daughter would be educated, even if they had to establish a school to accomplish it. Marshalling the help of their public-spirited friends, the Perkinses did just that.

Today, in its sesquicentennial year, Rochester has one of the largest per capita populations of deaf people in the country. It also is the home of the Rochester School for the Deaf (RSD)—the culmination of the Perkins family dream—that educates children from age 3 through secondary school; and NTID, the world's only technological college for deaf students.

In 1876, however, the outlook for deaf children was bleak. But Mrs. Perkins was a strong-willed woman, and as Carolyn approached school age, her mother sought a way to ensure that her daughter would receive an education.

Her search took her to a school for the deaf in Frederick, Maryland, where she met and hired a young teacher, Mary Hart Nodine. It was a fortunate choice. Nodine's fiancé was Zenas Freeman Westervelt, son of Marsha Freeman Westervelt, matron for 17 years of the Ohio State School for the Deaf. His interest was captured along with that of his fiancée, so Perkins' visit netted not only the school's first teacher, but also its first superintendent.

Among the first teachers hired was Harriet E. Hamilton, who had taught at the New York School for the Deaf at Fanwood. Miss Hamilton later encouraged her niece, Caroline Talcott (who became Mrs. Edmund Lyon in 1896), to teach at the school. This began a family tradition of service that continues today through the Lyons' twin daughters, Carolyn Lyon Remington and Linda Gayle Van Voorhis.

From 1876 to 1878, RSD, then called the Western New York Institution for Deaf Mutes, was located in downtown Rochester. The school then moved to its present location at 1545 St. Paul Street, into a building that had been a home for truant boys.

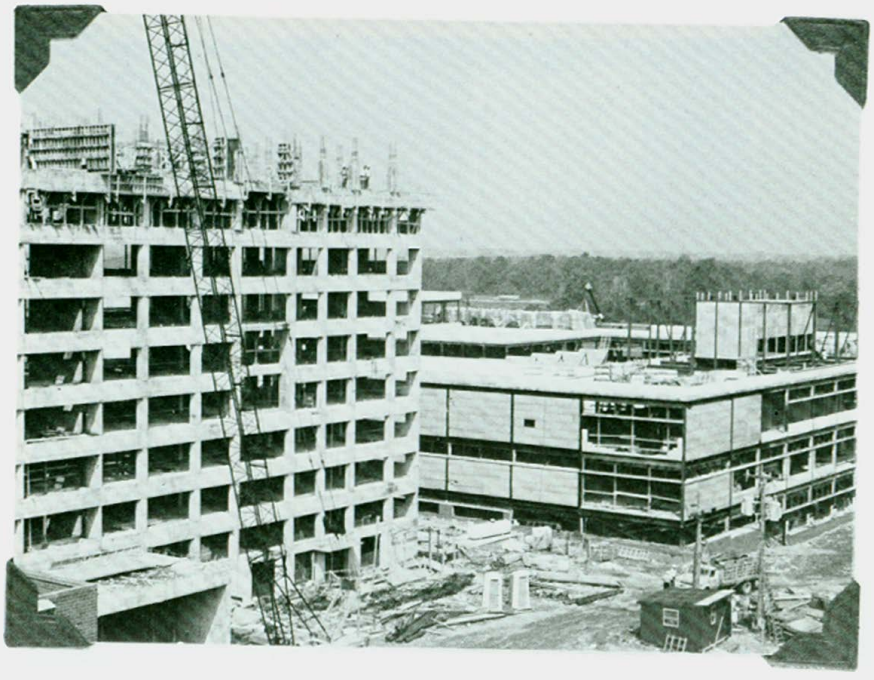
A turn-of-the-century class at the Rochester School for the Deaf

"It actually was built like a home and, at that time, everything was included—classrooms, dorms, and living quarters. The superintendent raised his family there," explains Leonard Zwick, current superintendent.

Not only did Westervelt raise his family (he had an adopted son, Edmond), he also raised his extended family of deaf students, who spent most of their lives in residence, going home only on special holidays and during the summer.

"We have records of students who lived just across the [Genesee] river but stayed here," Zwick says. "But you must consider this in perspective. In those days people did not have the transportation systems or facilities that we have now.

"The philosophy was different," Zwick continues. "Few people understood deafness, and there was no other place to send children with serious hearing impairments. We had several cases where homeless children were just 'given' to the superintendent."



The addition of NTID to the campus of RIT in the early 1970s expanded opportunities and services for deaf persons in Rochester.

One such child was Jessie deWitt, who came to the school as a 5-year-old in 1905. When her mother died two years later, she became a ward of the state.

During its first two years, the school used the "combined method" of instruction—sign language, manual spelling, speech, and lipreading. At the end of the second year, Westervelt decided to eliminate signs and use fingerspelling exclusively. He believed that this was the only way students could gain a familiarity with the English language, and the system became known as the "Rochester Method."

This radical departure from established practice caused a furor in the field of education of deaf persons and alienated Westervelt from many of its leaders. In her book, *Vibrant Silence*, Carolyn Remington reports that, "Leaders like Gallaudet [Thomas Gallaudet, founder of Gallaudet College] regarded it as a personal affront to the established theories, and practically ostracized Westervelt whenever they met at conferences."

DeWitt recalls using fingerspelling as soon as she arrived at the school. "The first day at breakfast we learned to spell 'knife,' 'fork,' and 'plate.' We also learned to spell and recite hymns and psalms from the Bible as we grew older."

Alice Beardsley, an interpreter training specialist at NTID who attended RSD, remembers the reprimands meted out when students were caught using sign language.

"We had what we called 'homemade signs,' and if we got caught using them, we were reprimanded."

She recalls being called into the superintendent's office.

"I'd say, 'Sorry, it just slipped out.' 'No excuse,' he'd say, 'give me your hands.' Then he'd take a ruler and really blister them. I couldn't fingerspell for a day. I'd go and put my hands in cold water to ease the sting."

In spite of its strict rules, RSD alumni staunchly support the Rochester Method. During the end of Dr. James Galloway's superintendency (1943-1966), rules about the use of sign language were relaxed, and "the alumni were up in arms," Beardsley attests.

After nearly 80 years of association with the school, Jesse DeWitt concurs. She believes that fingerspelling is crucial to young children who "must spell each word if they are going to learn the English language."

NTID student Beckie Burell of Addison, New York, agrees with deWitt. She spent 14 years at RSD, and recalls when fingerspelling and sign language were introduced.

"The policy changed when I was a teenager," recalls the 18-year-old student. "I liked using sign language at first, but then I realized that I liked fingerspelling much better."

In 1890, Edmund Lyon brought another innovation to the school—the Lyon Phonetic Alphabet, which he had developed to help deaf people make their vocal communications more intelligible. In *Vibrant Silence*, the author quotes her father as he explained that "the phonetic alphabet was based on the theory that the many hand positions represented various speech sounds and also embodied a suggestion of techniques by which the represented sound was produced by the vocal organs."

Lyon constantly visited the school to work on his alphabet. His greatest strides were made after Harriet Hamilton brought to his attention Dr. Melville Bell's book, *Visible Speech*. This inspired him to revise his own method, basing it on Bell's method, which consisted of written symbols for movements of the lips and tongue in speech. Lyon's method was practiced at the school for many years and was endorsed by both Melville and Alexander Graham Bell.

"We also learned to draw figures to show the location of the tongue and lips when making sounds," deWitt recalls. "It really helped."

Dr. Westervelt's successor, Dr. Thomas Carlaw Forrester, was a man always on the lookout for what he considered to be the most advanced methods of teaching, and for new ways to help students. Hence, hearing aids were used experimentally on students as early as 1906. Stromberg-Carlson, a Rochester radio company, provided equipment similar to telephones for the students. The equipment was used for auditory stimulation to assist in teaching speech, and was probably the first use of elec-

This downtown location has been the home of the Rochester School for the Deaf since 1878.

tronic hearing aids in any school for deaf persons in the country.

Forrester, like his predecessor, was viewed as the "father" of the students, a responsibility he took seriously. Alice Beardsley, one of his special "children," recalls starting school in 1930.

"That was a depression year," she says, "and there was nothing at home. My father died when I was 2 years old, and I was living with my grandmother. I had been in a public school for three years and stayed in the first grade the whole time. I was 8 years old when my mother took me to RSD. I had no suitcase... no nothing."

It was Christmas Eve of that year before Beardsley went home again.

"My mother was in the hospital and they hadn't planned on my being there, so there were no gifts under the tree for me—they were all for my sister. On Christmas morning, my aunt came and told the family that my mother had died at 7:30 a.m."

Beardsley's return to school was permanent.

"It became my home," she says. "My grandmother was my guardian, but she didn't want me at home because there was something wrong with me, and in those days you hid that kind of thing. So Dr. Forrester became a substitute father."

Beardsley spent every holiday and summer with the Forresters until she was 16. During that time she was trained to be a seamstress, a housekeeper, and a typist, and she earned a high school Regents diploma.

"They were few and far between at deaf schools," she says. "I think that the first year that a girl earned a Regents diploma was 1911."

Beardsley recalls one example of her "father's" tight control. It was 1941, just a week before her graduation.

"My girlfriends and I went to Fashion Park, where they made men's suits, and applied for jobs. We got them and went back to school very excited. That afternoon the factory called the school and I was called on the carpet. 'Why did you go to a factory?' Dr. Forrester asked. When I told him I went to get a job, he said, 'No, no, no. Young ladies don't work in factories.'"

He explained that the other girls could work there because they were of a lower "status" in life. Beardsley found it confusing and upsetting. "It was my first experience with class discrimination."

DeWitt experienced a different kind of discrimination when she graduated from RSD in 1920. She set out to accomplish something that few deaf people, and even fewer women, could do during that era—she decided to pursue a college career.

She attended the University of Rochester in order to fulfill her dream of teaching school at RSD. She managed this without any support services except help from honor students who took notes for her in classes. She paid her way through college doing housework and caring for children of local families.

In 1926, she earned her bachelor's degree in English and applied for a job at RSD. Unfortunately, Dr. Forrester did not believe in hiring deaf teachers. "My world collapsed," she says. "Teaching was what I wanted to do."

Overcoming the disappointment, deWitt mailed 21 letters to other schools for the deaf throughout the country. Not one answered.

It took 13 years to fulfill her dream. She spent three years supervising and substitute teaching at the Minnesota School for the Deaf, and another 10 years working in a factory in Rochester.

Meanwhile, Dr. Forrester resigned and was replaced by Dr. James Galloway, whose view of deaf teachers was more liberal. He contacted deWitt and invited her back to her old school, where she taught social science and language for the next 21 years. Even after her retirement in 1965, deWitt retained close ties with the school, working with the alumni for more than 40 years.

"When I went to school, it was my home," deWitt stresses. "We did everything together. We lived, worked, played, and went to classes and church together. It wasn't like today, when all the students are scattered. Now, every year when the alumni get together, it's like a family reunion."

Burell agrees: "My teachers and friends were like my family when I was growing up. Living at the school forced me to learn how to get along with other people, and how to get along by myself. It made me a more independent person."

Through the years, RSD was an anchor for the deaf community. This was before

the establishment of NTID, the National Registry of Interpreters for the Deaf, and other programs for deaf persons.

"If there were problems involving a deaf person, one of us would see if we could straighten it out," says Zwick. "Whether they were problems with the elderly, problems on the job, medical problems, or legal problems—everything ended up on our doorstep. It was difficult, with limited resources, but we never turned our backs on people. And," Zwick adds, "we had some strange experiences at strange hours."

He recalls when the police came to his home with a murder witness who was deaf. They needed a statement by the next morning.

"There I was," Zwick says, "in my living room, in my bathrobe. Because the witness was non-verbal, and the police were asking him questions he didn't understand, we ended up acting out the whole scene. Then the deaf man told me what he saw.

"We finally thought we had it pinned down. The officers finished writing and closed their books. Then the man tapped me on the shoulder and said, 'I forgot—there was someone else in the room, standing next to the guy who did the killing.' Obviously this was vital because it meant there was another witness. So the policemen wearily opened their books again and continued their questions. They finally found the other person, who helped resolve the case."

Because of this type of occurrence, Zwick is understandably pleased with the addition of NTID as another community resource on deafness, and with the many programs in the Rochester community that ease the load on RSD.

Zwick says that the school's responsibilities decreased somewhat when it shifted from being entirely residential to primarily a day school. Improved transportation and a desire by parents to have their children at home were responsible for this change of policy, which was not without controversy.

"Older deaf people who have come through the system and who lived here ask, 'How come these kids are going home all the time?' I tell them it is because of their families. If I had my druthers, I'd have only a day school because I think children need that family contact. I admit that there have been tradeoffs. When the kids go home, there's nobody for them to communicate with, and they are isolated in their own neighborhoods. Here there are activities for them around the clock. I think, in many ways, we are trying to provide the best of both worlds."

In order to counteract the potential isolation, RSD counsels family members, teaching them how to communicate with their sons and daughters or sisters and brothers.

"In the past, parents weren't encouraged to communicate with their children—the superintendent took on the whole life of the child. Now, we stress that this is a partnership between the school and the families."

Zwick credits the Rochester community with much of RSD's success. "The community has always been better than most in supporting causes of deaf persons. It is also sophisticated, and just being part of this community improves the status of deaf people."

Dr. Robert Frisina echoes Zwick's appraisal of the community. Before becoming NTID's first director, Dr. Frisina made several trips to Rochester, first as a consultant to the Senate subcommittee that authorized NTID's establishment, and later as a consultant to the (former) Department of Health, Education and Welfare that administered the new Institute.

"I examined the facilities in the Rochester community, because the Senate subcommittee thought there might be community services that could be applied to NTID," says Dr. Frisina. "I traveled around Rochester taking stock of what had been happening for deaf persons. It gave me a chance to see such programs as RSD, the Al Sigl Hearing and Speech Center, the University of Rochester, and the City's health care system.

"There was a real sense of community," he says, "and that seemed very important in deciding where NTID should be located. In our meetings with people in industry, education, rehabilitation, and speech and hearing, it was evident that there was a genuine community concern about people. The history of RSD in particular was very good.

"It was easy to bring in NTID because it built on RSD's historic ties with deaf education. This was a new chapter—an extension of what had been carried on so well at RSD."

"Rochester was and is an ideal community for deaf persons because of the many available services, such as the Monroe County Association for the Hearing Impaired," says Dr. William Castle, director of the Institute since 1977. "Just as important as those services, however, is the sense of community awareness and sensitivity noted by Dr. Frisina in his early visits.

"We at NTID have encouraged that sensitivity in whatever ways we can. In 15 years, we have established solid relationships with local businesses and industries, and we will continue to actively nurture those relationships."

Historically, approximately 15 percent of NTID's graduates choose to live and work in the Rochester area, a figure that pleases Dr. Castle.

"Of late, that figure has declined slightly in proportion to the nationwide employment situation," he says, "but I know that many of our graduates still consider Rochester a good place for employment opportunities.

"NTID is fortunate to be located in a city like Rochester," he concludes. "We believe it is a mutually beneficial arrangement."

Catching Tomorrow

By Emily Andreano

Is there life after school?

It's something all students wonder at one time or another. It also is the title of the comic books that are some of the many materials comprising "Catch Tomorrow," a Career Awareness Summer Program designed by the National Project on Career Education (NPCE). It was devised to help students answer that often intimidating question.

NPCE was established jointly in 1978 by the National Technical Institute for the Deaf (NTID) and Gallaudet College's Model Secondary School for the Deaf (MSSD). Its intent was to enhance the career education of deaf students in grades K-12.

The project was completed last September. In its wake are two career education programs—one for students, the other for parents—that are designed to be presented jointly during a week-long summer program for high school students who will be entering their junior year that fall.

CASP was piloted in the summer of 1983 at MSSD. Students who attended and answered a post-test questionnaire indicated that, as a result of the program, their views of their own futures had broadened.

"Catch Tomorrow" is geared to students of average or better ability from any educational background, be it residential school for the deaf, day school, or public school setting. The program summarizes and intensifies all the career exploration that students have experienced during their first 10 years of school.

High school sophomores and juniors from four states participated in a pilot program at the Model Secondary School for the Deaf last summer.

Using computers, videotapes, slides and films, games, discussion, written materials, and many hands-on experiences, the instructors and a consultant, with whom the program is designed to be implemented, present information on a wide range of career concepts.

In addition to specific career information, the program focuses on self awareness and educational and economic realities. Activities stress language and communication skills, computer literacy, and responsible work habits and attitudes. Decision making is the theme unifying the week—from the choice of daily tasks to major lifetime decisions on education and earning a living.

Program coordinator is Dr. Judy Egelston-Dodd, manager of NTID's Department of Career Outreach and Admissions. Others working on the project include representatives from NTID, MSSD, Gallaudet, and the Universities of Rochester and Nebraska.

NTID Career Development Counselor Del Dagel, left, and Ann Principato of Gallaudet College talk with students about decision making.

Students are taken through "Catch Tomorrow" by way of a "road map" featuring graphics indicating the various components of the program—a tree with a starry leaf for decision making, a star-bedecked human figure reaching for a

star for self-awareness, a computer sporting a star for computer literacy, a piggy bank with a star embedded in the tail for economic awareness, a mortarboard with a star-shaped tassel for educational awareness, and a cluster of stars emblazoning one larger star for career awareness. A "Catch Tomorrow" logo ties it all together with an impressionistic version of a hand reaching for a star.

The design, which was executed by NTID Media Production Artist/Designer Dean Woolever, seems bound to catch students' attention. It already has caught the attention of the national University and College Designers' Association—it selected the project out of 1,500 entrants as one of 175 to be presented in its 1983 show.

As the strongest employee role models for their children, parents are an important part of the program's planning. When they join their children at week's end for a "Parents Career Education Workshop," they work with them and with faculty members to design Personal Career Plans (PCPs) geared to the interests of the students.

The PCPs help students decide which courses to take during their last two years of high school, and also help them discover which colleges offer majors in their fields of interest.

Author of the parent workshop is Elizabeth O'Brien, a communication specialist in NTID's Department of Assessment and Advising. The daughter of retired educators of deaf persons who are themselves deaf, she served for nine years as a career opportunities advisor at NTID.

That position provided many opportunities to interact with parents, on both an individual and group basis, including participation in local, regional, and national workshops sponsored by organizations of parents of deaf children.

According to O'Brien, NPCE's initial goal was to develop a nationwide training system of inservice career education planning skills for educators of hearing-impaired students in grades K-12. This training was developed and presented around the United States, with educators working on career education development for deaf students on an ongoing basis.

Educators agreed that the home and family environment had to be formally and actively involved; hence, O'Brien developed the workshop for parents.

She explains her approach in writing the material: "You must be sensitive to the variety of experiences and backgrounds that parents bring to a workshop. It's different from doing something for educators, where there's a common base of education level, expectations, and goals."

In order to determine the content of the workshops, all educators within the NPCE network—which includes 60 schools and programs across the United States—were surveyed. A parent group from the Indiana State School for the Deaf also was surveyed.

From the survey results, O'Brien culled four main topics, or modules: The Parent as Worker Role Model; Barriers to Career Development; Counseling Your Deaf Child; and Taking on the World.

The first topic explores the parent as the first worker role model with whom the child identifies. Thorny issues are not sidestepped.

"Parents undoubtedly want their deaf child to succeed and want opportunities opened to facilitate that success. At the same time, as workers in business, industry, education, or other fields, they undoubtedly want their managers to hire the best qualified applicants for any new position, so that their own positions aren't jeopardized by incompetence. These may be conflicting desires," the module proclaims.

The module goes on to say that while it is critical to open opportunities through legal and educational efforts, if deaf applicants aren't as skilled as their hearing competition, they rightfully should not be hired first. It also takes pains to make the distinction that being a homemaker is "indeed *work* and a *job*."

The second module refers to barriers that hinder career development—physical, attitudinal, and environmental. It

is the most popular with parents, and considered the most important by O'Brien, because it includes a panel of deaf people who are employed in a variety of occupations, and employers of deaf persons as well.

The deaf employees discuss their work history—how they got their first job and what they are doing now. They also tell of barriers they overcame to get their jobs.

O'Brien recalls one young deaf man who described being refused for a promotion because it involved driving a forklift. He spent his lunch hours practicing driving the forklift with a hearing co-worker, and received the promotion.

Employers are asked to present negative aspects of hiring a deaf person as well as positive ones, and to explain how they have dealt with negative situations. O'Brien says that listening parents often get clues on how to prepare their children better for the work environment.

"Employers and deaf workers are asked to recommend to parents any strategy that they might start now to prepare their teenaged children for work —things like, 'Every day at work isn't

going to be perfect. Some day the boss may be upset with something that you did or didn't do. It doesn't mean he or she doesn't like you, and you have to learn to deal with criticism. And you're not being criticized because you're deaf, you're being criticized because you didn't do the job right.' These things are all subtle, but very important."

The third module, "Counseling Your Deaf Child," helps parents develop what O'Brien calls "active listening" skills.

"In a conversation between two people," she says, "typically you'd expect one person to talk and the other to listen. In reality, you usually have one person talking and the other waiting to talk."

O'Brien says parents must take an active role in understanding the content and feeling of what their deaf child says to them. This can be accomplished, she says, by acknowledging or accepting what is said in a non-threatening, non-judgmental manner, by asking probing questions to obtain factual details or

additional meaning, and by seeking examples from the child that will relay some of the child's experiences to the parents.

The fourth module, "Taking on the World," allows parents to work with their children to design a Personal Career Plan.

Parents are given "advocate strategies" that are meant to promote their child's career development and to instill in them the self confidence that they know what is best for their child.

Career education is important for all high school students. For hearing-impaired students, contends O'Brien, it is crucial.

"With hearing-impaired children, situations have to be a little more structured to make sure they're getting the information, whereas hearing children are bombarded by information—through television, conversations, peer influence, and simply hearing their parents talk at the dinner table. Deaf children don't always get this important information, so this workshop gives parents some practical strategies to enhance career development. Parents don't want or need a lot of theory. They want you to tell them what they can do to help their kids."

The workshop is independent of "Catch Tomorrow," and may be presented separately—over the course of three or four PTA meetings, for example. In this way, two-career couples unable to get away from work may still attend.

The program's contents are carefully designed to reflect a non-sexist attitude. In O'Brien's view, deaf persons encounter barriers enough without having to surmount the additional barrier of sexism.

"I think the parents of any handicapped child are concerned and overprotective—that's obvious," she says. "They are thinking that the child couldn't do this or couldn't do that, and we're saying, 'Wait a minute; don't impose your limitations on the child—enough are imposed by others.' That's why NTID came into being in the first place—to open some doors for deaf people."

In addition to the pilot project at MSSD, the program was field tested at the Oregon State School for the Deaf and at a Columbus, Ohio, mainstreamed program for deaf students. The response, says O'Brien, was "95 percent positive."

One of her contentions is that hearing parents of deaf children are not introduced to deaf adults soon enough.

"There's nothing more important," she says, "than for a parent to see a deaf adult and think, 'That's going to be my kid someday.' It's more important than anything I could stand up and say to them. When it comes from the deaf adult, it has more impact. I think that when hearing parents suddenly find out that their 1-year-old is deaf, they need to see that deaf people grow up, are productive members of the community, and get married. They need some positive models."

CASP is a step in the right direction.

The Parents Career Education Workshop Training Manual is available for $10.45, including shipping and handling. To order it, or for more information about the program, write to:
Gallaudet College
Model Secondary School for the Deaf
Outreach Programs, Pre-College
Post Office Box 114
Washington, D.C. 20002

With a Little HELP from Our Friends

By Kathleen Sullivan

On the eve of St. Patrick's Day 1983, Sen. William Proxmire, ranking minority member of the Senate Subcommittee on Appropriations for Education and Labor, eyed Dr. William Castle, director of NTID, as the latter stepped forward in the Senate to defend NTID's appropriation for Fiscal Year (FY)84.

Knowing that the additional funds he sought were crucial to the quality of education that NTID could offer its vastly increasing student population, Dr. Castle was in Washington to support the Institute's request of $28 million for the upcoming year.

"Dr. Castle," Sen. Proxmire said, "I want to commend you for your sartorial elegance. I think it is great to brighten up the drab morning with that beautiful [bright orange] tie and jacket. It is refreshing."

"Tomorrow it will be green," Dr. Castle promised.

Laughing, Sen. Proxmire revealed, "My mother's parents were Rose O'Reilly and Pat Flanagan...."

So goes another foray into politics for NTID. However, the bureaucrats and politicians who good-naturedly recall that incident also unanimously recall the skill and expertise with which NTID prepared its budget to accommodate an increasing student population with a decreasing number of available dollars.

The Institute evaluated its needs for the year through a planning process that began more than *two* years before the budget proposal went to Washington.

Coordinating the effort was Wendell "Gus" Thompson, assistant to Dr. Castle. In December 1981, NTID's internal budgeting process began for FY84. It was developed under two "scenarios."

In the first, NTID based its needs on anticipated "level funding" of $26.3 million, the same as the previous year's budget. The second option considered what would happen if the Institute received the funds necessary to accommodate an expected 250 to 300 additional students.

"Our first effort," says Thompson, "was to build a budget to accommodate as many students as possible within the constraints of a budget of $26.3 million. Controllable expenditures were reduced substantially and department managers were asked to submit their budgets with additional across-the-board reduction targets."

These two initiatives allowed NTID to "squeeze" inflation out of the budget so that the Institute could, at the very least, accommodate the same number of students as the previous year.

"In addition," Thompson continues, "we implemented strategies to allow expanded enrollment at no additional cost to the federal government. These strategies included expanding student/teacher ratios and establishing a minimum teaching requirement among researchers and counselors."

Tuition, room, board, and fee increases provided the Institute with more non-federal revenue so that it could take on approximately 100 more students than the previous year, still within the parameters of a $26.3 million appropriation.

"Lastly, we developed an 'add on' budget of approximately $1.8 million to accommodate 150 to 200 more students," Thompson concludes. "The total budget figure of $28,182,000 was approved by both the NTID and RIT Budget Committees. We now had in

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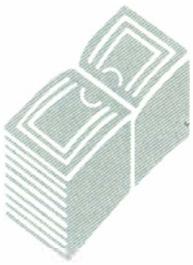
"NTID's request was reasonable.... It was obvious that Dr. Castle and Mr. Thompson had done their jobs thoughtfully and diligently."

place the plans and the budget to deal with either level funding or full capacity. In June, we submitted our request to the Department of Education."

Enter James Falcon, Special Institutions and Direct Operations Branch Chief at the Department. Falcon has worked on NTID's budget for the past four years and is well aware of the political "give and take" of the budget process. With good-natured wit and a keen sense of recall, he relates the "special problems" encountered by NTID regarding FY84:



"The Department of Education that year asked the four 'special institutions' [Gallaudet College, NTID, Howard University, and the American Printing House for the Blind] to submit three budget plans. One called for 'level funding,' meaning the same amount of funds as the previous year; one asked for 5 percent *fewer* funds than the previous year; and one called for the level of the needs 'as expressed by the individual institutions.'

"NTID did an excellent job in presenting its budget priorities and staying within acceptable limits. It was a difficult task, compounded by the implications of the rubella epidemic. Even we at the Department of Education had to do a little homework on that topic."

Falcon found that NTID had done a good job of "cutting back" in less essential areas to help offset much of its expanded needs relative to the rubella students.

"NTID's request was reasonable," he says. "It was obvious that Dr. Castle and Mr. Thompson had done their jobs thoughtfully and diligently."

Working with Thompson, Falcon and analyst Joyce Caldwell thoroughly reviewed NTID's budget request, clarified some points, and defended it successfully to their superiors. It was subsequently approved by the Department of Education and sent to the Office of Management and Budget (OMB).

Here it "ran into trouble," as OMB proposed substantial reductions.

The reason: The Omnibus Reconciliation Act of 1981, passed by Congress that June, which created three-year budget "ceilings" for all programs. At the most crucial point in its history—with increasing numbers of potential students from the rubella epidemic of the mid-1960s—NTID was faced with level funding for three years at $26.3 million.

NTID and the Department of Education quickly decided to ask OMB to reconsider the amount. Knowing that Gallaudet College was in the same boat,

NTID and Gallaudet officials joined forces with Department of Education officials and arranged an October meeting with representatives from OMB.

What began as a "get to know each other session" turned into a full-fledged budget hearing, during which the rubella epidemic and its implications were discussed in detail.

Dr. Castle and Thompson returned to Rochester with several additional questions from OMB, which they promptly answered in writing. OMB eventually approved NTID's request—at an even $28 million—and submitted it in November to the President as part of his overall budget.

By accepting the figure set by OMB, Falcon says, NTID showed its willingness "to be a team player."

"NTID figured out what was essential and what wasn't and let the non-essential things go," Falcon says. "NTID didn't demand too much from the administration, and hence, got most of what was asked for."

It was now January 1983, more than a year since the budget process began. But its path to completion was still a long way off.

In January, Thompson submitted NTID's budget justification to the Department of Education to give to Congress. Knowing that Congress had authorized, through the Omnibus Reconciliation Act, only $26.3 million for NTID, the Department of Education prepared an amendment to the Reconciliation Act to raise NTID's ceiling to $28 million.

Twice in February, Dr. Castle and Thompson met with members of the Subcommittees on Appropriations and Authorizations to learn, as Thompson relates, "about the legal ramifications of having an authorized ceiling of $26.3 million *and* an appropriations request of $28 million."(The Authorization Sub-

committee sets the upper financial limit for the Appropriations Subcommittee.)

Indeed, there were problems, but as Thompson recalls, "There was no unanimity as to what we should do next."

All, however, agreed that the Department of Education's amendment was not destined to succeed.

In March, Dr. Castle and Thompson appeared before the House Subcommittee on Appropriations for Labor, Health and Human Services, Education, and Related Agencies, and the Senate Subcommittee on the same, for a formal hearing on the FY84 budget.

"This is an annual event; orange ties are optional," Thompson jokes.

Three months later, the Senate passed new authorizing levels for the Education of the Handicapped Act and included NTID at $28 million.

Was the battle won? Not until the House passed similar legislation.

Thompson recalls: "We discussed the approval of these Senate monies with the House authorizing people, but they told us that they had no plans to do the same."

Thompson and Dr. Castle turned to local Congressional representatives from

New York: Barber Conable, Frank Horton, and John LaFalce. Although advised against it by others in Congress, Rep. LaFalce offered to try an amendment on the Floor.

In September, he received the support of Rep. Carl Perkins, chairman of the Full Committee on Education and Labor, to offer an amendment to a Re-authorization Bill for the Rehabilitation Act of 1973, which would provide a new authorization level of $28 million for NTID.

Reps. Conable and Horton agreed to co-sponsor the amendment and speak on its behalf. Rep. LaFalce then spent the next several days convincing other colleagues to support the amendment. It was approved Sept. 13 by voice vote.

NTID was now authorized at $28 million in the House version of the Rehabilitation Act and the Senate version of the Education of the Handicapped Act.

Less than three weeks later, a Continuing Resolution holding NTID and most other programs in all parts of government to FY83 levels (in NTID's case, $26.3 million) was passed by Congress. The levels in the Resolution were binding until Nov. 15, 1983, or until an appropriations bill for Education and Labor was passed.

A Continuing Resolution is a stopgap funding measure used by Congress to keep the government operating when it can't agree on a regular appropriations bill. In the case of education, a regular appropriations bill had not been passed since 1978.

Rep. LaFalce then went to the Rules Committee to seek a "rules change" so that he could propose that the appropriations level for NTID be changed to $28 million. (NTID was still at $26.3 million, because the authorizing legislation had yet to be passed by both houses of Congress and signed into law.) The rules change was disallowed.

On Oct. 20, an appropriations bill for Education and Labor was passed, but with NTID still at $26.3 million.

Another Continuing Resolution was proposed for the remainder of the year, for other parts of government without official appropriations. This one had an added $1 billion in amendments for education. In effect, these amendments were intended to make up for shortfalls in the regular appropriations bill for education that had just been passed. It was considered on the Floor of the House of Representatives and voted down.

A *third* Continuing Resolution was proposed in mid-November, this time with 98 million dollars in amendments. It passed.

Of the $98 million in amendments included in the Resolution, NTID received $1.7 million. Its total budget now: $28 million, $1.7 over its authorized level.

The victory set a precedent of sorts.

"Rarely, if ever, are appropriations

levels approved over ceilings set by the authorizing committees," Thompson says.

In this case, NTID's victory was doubly sweet. In December, the House acceded to the level of $28 million as set by the Senate and included it in the House version of the Education of the Handicapped re-authorization. It was then passed by both bodies and signed into law.

NTID's victory was doubly sweet.... In December, the House acceded to the level of $28 million as set by the Senate and included it in the House version of the Education of the Handicapped re-authorization.

"NTID did an excellent job in presenting its budget priorities.... It was a difficult task, compounded by the implications of the rubella epidemic. Even we at the Department of Education had to do a little homework on that topic."

Thompson acknowledges that NTID's "backers" on Capitol Hill were essential to this process. Those who were chiefly involved—New York Congressmen Conable, Horton, and LaFalce; Congressmen Steve Bartlett of Texas and David

Bonior of Michigan; and New York Senators Alfonse D'Amato and Daniel Patrick Moynihan—each had individual reasons and methods to support the Institute.

Rep. LaFalce, who was the main speaker at NTID's Academic Awards Ceremony in 1982, initiated the activity on NTID's behalf because he is "firmly committed" to helping NTID. His willingness to introduce an amendment to raise NTID's authorization level emphasizes this commitment.

Offering the amendment in September, Rep. LaFalce said: "In 1965, Congress passed the National Technical Institute for the Deaf Act. Something else happened in that year also. There was a great rubella epidemic. If we subtract 1965 from 1983-84, it will be realized that that rubella epidemic means that the number of people knocking on the entrance door [of NTID] has increased tremendously..."

Rep. Horton added, "NTID is an outstanding example of our efforts to provide quality educational opportunities to the handicapped so that they can compete in the job market.... Clearly, Congress must recognize the impact of the rubella epidemic by authorizing these desperately needed funds..."

Rep. Bartlett, who also rose in support of the amendment, considers himself "committed to disability issues of all kinds." He says that his role as ranking Republican on the Congressional Select Education Subcommittee has helped him to influence government programs for disabled people.

Sen. D'Amato's staff member Anne Miano says that the Senator "worked closely with the staff of the Subcommittee on Labor, Education, and Health and Human Services. He expressed to people on the phone and in person that NTID's budget wasn't sufficient to support the efforts of the school. Dr. Castle kept us well informed, which allowed us to lay the foundation of support for the budget on the Senate side."

And Rep. Barber Conable, perhaps NTID's oldest friend in Washington

(who recently announced his retirement), spoke on NTID's behalf on the Floor of the House of Representatives, citing NTID's role as "a national institution" and mentioning how the 1963-65 rubella epidemic is affecting enrollment.

Rep. Conable says, "NTID has always been especially attentive to the legislative process and how crucial it is. Hence, I've been able to make a good argument on behalf of the Institute."

Adds Horton aide Don Upson, "We [Congressmen and Senators from New York State] always work together on issues involving Rochester, such as NTID. That's our main objective."

Preparing NTID's budget is a team effort, both internally and at the federal level. Institute officials rely on input from faculty and staff members, and government officials need the same from NTID's leaders.

"Over the years, NTID has grown and its staff members have been dispersed throughout the RIT campus," Thompson says. "That can cause us to lose our sense of community and, in some cases, our sense of common purpose. That is why we must work together in this planning process so that our outcomes coincide with our goals."

Rep. LaFalce agrees, "We *all* have the obligation to ensure that we don't neglect the human talent that is knocking on the doors of NTID."

Tuning In on Training

Sensitizing New Employees to Deafness

By Ann Kanter

Some of them had never taught before. None of them knew sign language, or had prior experience with deaf people. Now they are all teaching deaf students at NTID. How do they do it?

Helping new employees learn, and assisting veteran employees in their continuous program of professional growth, are the departments of Training and Media Services, Communication Training, and Faculty Development.

Each department has a unique role, although their functions occasionally overlap.

For this reason, says Karen Hopkins, manager of Training and Media Services, the departments have spent the past year and a half planning ways to cooperate more closely.

The three departments will be jointly responsible for *Professional Development Quarterly (PDQ)*, a booklet currently published by Training and Media Services. It lists workshops and seminars that provide training in such areas as personal/professional growth, sensitization to deafness, and computer literacy. Next year, *PDQ* will include most of the Institute training offerings, including the workshops formerly offered separately by Communication Training and Faculty Development.

In addition to publishing *PDQ*, Training and Media Services coordinates the workshops it describes. One presentation, given about three times a year, is "NTID—An Historical Perspective." This extemporaneous narration and synopsis by NTID Director Dr. William Castle describes how NTID came to be—the legislation involved, choice of RIT as the site, selection of an advisory board, development of buildings and programs, and most important, NTID's mission.

A workshop on "Support Equipment for the Deaf" changes constantly because of its technological nature. In its present form, Audiovisual Technician Frank Cataldo demonstrates the induction loop system. Hearing Aid Shop Technician Wendy Scott-Hall presents various devices available through the shop, such as alarm clocks and bed vibrators.

A "Silent Weekend," during which participants communicate via sign language, is one of the many offerings of the Communication Training Department.

A recent and exciting development in the field of support equipment, according to Hopkins, is a device called "Superphone," a combination telecommunication device and computer terminal.

"The computer application allows tie-ins to such networks as SpecialNet or DeafNet, computer-based communication information networks providing, among other things, communication bulletin boards for deaf people that list recent captioned TV programs and new devices available," Hopkins says. "It also can transfer electronic mail and provide information on recent legislation."

Although not technological, another effective support for deaf people is the hearing ear dog, demonstrated at a workshop by Associate Professor Jane Bolduc and her dog, Chance.

Another cooperative effort of NTID faculty and staff is the study currently being conducted within the Communication Division by the Classroom Amplification Committee, formed at the direction of Dr. Castle and headed by Associate Professor Jaclyn Gauger and Melody Bricault, communication assessment and advising specialist. The study will evaluate various amplification systems, such as the hearing aid alone and in combination with the induction loop and FM wireless systems.

"Because NTID supports and encourages an eclectic approach to communication with deaf people, that is, utilizing each and every possible means of communication—sign language, fingerspelling, oral speech, speechreading, writing, mime, and simultaneous communication—we train employees in all these areas. This explains why our department designation is not 'Sign Training,'" says William Newell, chairperson of the Communication Training Department.

Nevertheless, a 1976 study by Dr. Donald Johnson, Communication Outreach professor, indicates that approximately 90 percent of NTID students understand all or most of the information in everyday social sentences when these are presented in simultaneous communication. This figure drops drastically to 30 percent when speechreading alone is used, and to 22 percent when hearing is used alone.

For that reason, the Communication Training Department devotes an appropriate amount of its time and energy to training faculty and staff members in the use of sign language and fingerspelling.

New instructors having no prior experience with deaf people are plunged into an intensive training program in sign communication comprised of three and a half classroom hours per day, five days a week, for eight weeks. During that time they not only learn expressive and receptive modes of sign language and fingerspelling, but also study background and cultural information, including the nature of sign language and information on the education of deaf persons, social aspects of deafness, TDDs, audiograms, and national organizations and publications of and for deaf persons. Afternoons are spent at faculty training programs and special workshops on topics such as speechreading, reading and writing skills of deaf students, adapting written material for deaf students, and deaf humor and culture.

An indispensable course for more experienced faculty and staff members is "Writing Readable Classroom Material," a series of six hour-long seminars taught by Assistant Professor Dr. Alinda Drury. The seminars are designed to instruct teachers on how to adapt their writing and that of existing classroom texts and materials to a language level and style understandable by deaf students. To individualize the instruction, participants work with classroom materials used in their own departments.

But this is not enough, according to Pamela Rohland, visiting audiologist and instructor. She says new instructors should spend eight hours a day learning sign language and spend their entire first quarter doing this.

"No instructor should enter the classroom without at least an intermediate level grasp of signing," she says. "If you can't communicate, students lose out, and if you can't communicate on an advanced level, the information gets watered down."

Robert Keiffer... four years later

Robert Keiffer, associate professor in Construction Technologies, agrees in principle. But when he arrived at NTID in the spring of 1976, that would have been impossible. He had been hired to fill an opening on the Civil Technology faculty, and had he not begun teaching immediately, the course would have been cancelled. An interpreter in his classroom got him through that early period, and the following summer he experienced the normal orientation and sign instruction, which he describes as "very good." However, he feels that sign classes can tend to be "sterile," and believes that new teachers would benefit from regular contact with deaf students as well as sign instruction before they assume their classroom responsibilities.

NTID's best orientation to deafness experience, according to Rohland, is "Silent Weekend," a retreat developed by the Communication Training Department for deaf and hearing employees. It includes lectures, workshops, encounter groups, and recreational activities—all with no voicing allowed.

"The usual attitude toward deaf people," she says, "is that they have a communication disorder and need training to fit into the hearing world. On that weekend, I was the person with the problem. I learned to understand deaf people and to interact with them on a peer basis."

Rohland feels that these retreats are "an incredibly valuable experience."

The same type of training in sign communication and fingerspelling is offered to all professional and general staff members, although in less concentrated form, because they usually have less frequent and intense contact with deaf people. Courses in sign communication are divided into such beginning courses as Basic Sign Communication I, II, and III, which consist of two-hour sessions three times a week for eight weeks. Continual skill development is encouraged by more advanced courses, including training in simultaneous communication and technical vocabulary and background.

An adjunct to formal classes in the acquisition of sign communication skills is the use of videotapes. Newell rates their use on the intermediate level, "very important for giving visual feedback. At the basic level," he adds, "we're using interactive computer-assisted instruction, which is coordinated with the basic curriculum. The system provides receptive sign practice and allows the viewer to type in responses on the computer keyboard."

To date, all training offerings have been available on an Institute level, but current plans will result in such offerings on the divisional and school levels as well, says Dr. Harry Lang, coordinator of the Faculty Development Program. This decentralization will allow new faculty members to be "mentored" by veterans in their own discipline, while developing a knowledge base from both

"Smile, You're On..."

Douglas Mackenzie sharpened his teaching skills through insights he gained in a most unusual way. He watched himself on television.

"I didn't realize," he says, "that when I turned around to write on the board, I was losing my students' attention. When I watched the videotape, I could *see* the students talking to each other and losing out on the lesson."

Mackenzie is describing an NTID Teaching Clinic technique by which separate cameras make simultaneous recordings of teachers and students in the classroom. Teachers can later watch themselves on a split screen to see how they appear to the students, as well as to observe student reactions that they might miss while concentrating on presenting their lessons. Mackenzie calls this experience "one of the most valuable aspects of my NTID training."

Assistant Professor Josara Wallber agrees.

"Hearing students," she says, "can focus on your voice while you're writing on the blackboard. But when you're dealing with deaf students, you forfeit eye and voice contact at the same time. It's easy to understand that you forfeit the students' attention, too!"

Subsequently, instructors meet with a teaching improvement specialist for critiques of their communication skills and classroom strategies.

Charles McLaughlin, assistant professor in Data Processing and a teaching improvement specialist with the Faculty Development Department, recalls seeing himself answer a student's question during a lecture.

"Watching on the screen," he says, "I noticed that some of the students seated farther back looked confused. They obviously hadn't seen the communication. I'd been concentrating on the student asking the question and hadn't noticed the others. Once I realized what I was doing, I made a point of repeating all the questions."

Professor Harry Lang uses a split screen television to discuss classroom techniques with Instructor Robin Coplin.

Michael Camardello, an assistant professor with the Business Occupations Program, remembers "...the hundreds of times I fingerspelled 'accumulated depreciation'—until I watched myself doing it on the screen. A teaching improvement specialist showed me how to sign those words."

Robin Coplin credits the videotape with helping her to make attitudinal changes. A speech pathologist and instructor, Coplin remembers concentrating so hard on signing that "I forgot about reading my students' faces to see if they understood. Instead of interacting with them, I was just acting like a robot. When I *saw* what I was doing," she says, "I was able to change."

Harold Farneth, however, says the video interrupts his class. A professor in the Business Careers School, Farneth claims that students lose their spontaneity when they know they're being filmed. "Often they're less willing to answer questions."

He prefers to have a teaching improvement specialist critique his class in person.

"NTID students," he says, "are used to having observers in the classroom—they don't find them a distraction.

"If you use the wrong sign," says Farneth, "the teaching improvement specialist can make a note of it and tell you about it after class.

"Take the words 'coordinate' and 'cooperate,'" he explains. "They're both translated with the same sign, but of course they don't *mean* the same thing. I learned to fingerspell both words, then write them on the board and explain the difference, emphasizing that 'coordinate' is a management function, while 'cooperate' defines an attitude of people wanting to work together.

"Another example is the word 'consumer,'" he continues. "The sign for 'consumer' is 'one who eats,' but of course we don't literally eat everything we consume. By just signing the word, you can really throw a deaf learner off the track. I learned to substitute the word 'user' for 'consumer.'"

Many instructors feel that the split screen videotape is an invaluable aid in perfecting their teaching skills. Others prefer the keen eye of a teaching improvement specialist. But no matter. The important thing is that all of them are constantly striving to improve their teaching skills to offer their students the best possible education.

Institute-wide and decentralized seminars and workshops.

Mentoring is "something we need more of," according to Hugh Anderson, chairperson of the Construction Technologies Department. Anderson, who gave up some hours at his own architectural firm to begin teaching at NTID in 1971, says, "You can't just learn signing and start being an effective teacher. You've got to be aware of how deaf students receive information."

He explains: "When you're using an overhead projector, you must realize that students can't watch the screen and your signing at the same time. Another thing to remember is that you can't talk while you're writing on the blackboard, because students won't be able to read your lips."

"These are the kinds of things you can often learn from mentors in your own department," says Dr. Lang. "They will have an in-depth knowledge of the subject matter, as well as familiarity with the kinds of audiovisual aids and classroom situations that are specific to the department."

The Faculty Development Program also plans to provide professional growth opportunities for more experienced faculty members. These will include workshops in writing for publication; motivating students; preparing for promotion; and adapting content presentation to the needs of deaf students.

Dr. Lang cites an example from his own subject area of physics. The Doppler effect is often illustrated by describing how the siren of an approaching fire truck changes pitch as it gets closer, which is caused by a change in sound wave frequency reaching the ears. Dr. Lang says it is easy to use a ripple tank or a visual representation with an oscilloscope to demonstrate this principle to deaf students.

The new curriculum developed by the three training units involves expansion of the areas of communication, teaching, discipline knowledge, organizational knowledge, and deafness. There will be offerings in all five areas on both the institutional and divisional/school levels.

For example, during the 1985 academic year, a series of more than 30 Institute-level workshops will afford teachers weekly opportunities to acquire progressively more in-depth knowledge in four of the above-mentioned areas. More than 40 other workshops will be available on a variety of topics, plus diverse offerings such as teaching clinics, *ad hoc* consultations, teacher support groups, sign language classes, and Deaf Awareness Week.

On the divisional/school level, workshops will be tailored to suit the content needs and schedules of the departments and may include guest lectures on special topics within the discipline. Other departments will provide professional growth experiences by encouraging three-month internships in business or industry to keep faculty members current in their field.

Of the five mentioned above, perhaps the area demonstrating the greatest need for expansion is deafness. Dr. Lang feels that NTID's cadre of more than 50 hearing-impaired faculty and staff members provide an excellent resource of knowledge, skills, and experience.

"Deaf people are as individual in their backgrounds, abilities, likes, and dislikes as hearing people," he says. "It's important that a hearing person not generalize about deafness from meeting one or two deaf people. Among our staff members, we not only have people who themselves are deaf, but also hearing people who were born to deaf parents, or have deaf siblings or children, or are married to deaf people. Among those of us who are hearing impaired, some of us were congenitally deafened, while others lost their hearing later in life."

Dr. Lang feels that a hearing teacher without prior experience with deafness needs exposure to the widest possible variety of experiences with deafness. "Half our NTID students come to us from mainstream programs," he says, "and many haven't been exposed to deafness outside their own experience. Others come from residential schools where they may have experienced some isolation from the hearing world. All are going through a tremendous adjustment, and teachers can deal more effectively with them if they realize that."

Dr. Lang believes that most college freshmen need time to adjust to being away from home and family, but that NTID students also must adjust to different modes of communication. "In addition," he says, "many students have been protected by their families. Few have had much opportunity to make their own decisions. Then they come here, and for the first time in their lives, they're free. Can you imagine what they're going through? And they are expected to learn in technical courses while making all of these adjustments. They very much need teachers who understand this dilemma holistically."

To provide insight into the special needs of these students and the subject of deafness in general, the new curricula will offer a workshop, "Deafness as an Educational Condition," and a resource group of hearing-impaired people who will be available for conferences on a one-to-one basis.

Some workshops already in place provide open forums for students and teachers. A recent one focusing on the value of homework helped students and teachers to a better understanding of the others' point of view. The most important outcome, says Dr. Lang, was the students' understanding of the various reasons for homework assignments. Through the rap session, the shared opinions shed some light on the subject for most of the participants.

An ongoing offering for instructors is a teaching clinic through which teachers are regularly observed in the classroom, either by a Teaching Improvement Specialist or a videotape machine. Subsequently, the instructor and specialist meet to evaluate methods of managing the classroom and communicating with the students.

The new Faculty Development Program points up the unique situation of NTID's faculty. There may be no other college in the country, or perhaps in the world, where instructors continually are trained in so many facets of communication with hearing-impaired students and in the newest developments in technological support equipment. The three training units—Training and Media Services, Communication Training, and the Faculty Development Department—are all designed to keep NTID's faculty and staff continuously aware of the special responsibility that each has in dealing with students.

Everything's Adding Up for This CONNECTICUT YANKEE

By Richard Schmidle

From the earthworks of a Revolutionary War fort above Groton, Connecticut, Gordon Hewitt points two miles and two centuries down the Thames River to the shipyard where General Dynamics Corporation builds submarines. Behind the high fences, in the shadow of a massive assembly building, the hull of a new Trident rests in a steel cradle, the open hatches of its missile tubes visible above the drydock like a row of pennies standing on edge.

Hewitt describes the boat in casual detail: length, diameter, height from keel to mast tower, and missile payload. Stand a Trident on end, he notes, and it would be five feet taller than the Washington Monument.

Much of what he knows about submarines he has learned from long rows and columns of numbers on construction contracts that he audits for the Defense Contract Audit Agency (DCAA), a branch of the Department of Defense. It is a security-conscious business. Some of what he knows, he's not allowed to discuss.

From the shipyard, his attention shifts across the river to New London, and back to the grassy ramparts of Groton Heights, where a woman and a dog stroll in the morning sunlight. "Nobody here talks much about Fort Griswold," Hewitt smiles. "The British kicked our tails here in 1781."

Hewitt works in a small, plainly furnished office across the street from the General Dynamics plant. An auditor for the DCAA, he reviews contractor's claims for construction and maintenance of submarines and related equipment.

Ten years of hard work and success have brought him a comfortable living

and a modest home in nearby Pawcatuck, where he lives with his wife, Laurie, and their two beagles, Bonnie and Clyde.

He is easygoing and gregarious, a man who enjoys friends, parties, and long runs on the beaches of Block Island Sound. A drive through the rural towns and resort communities of southeastern Connecticut reveals in him a warm familiarity with the region's history.

Hewitt was 4 years old when doctors in Baltimore detected his severe hearing loss.

"We began to suspect that something was wrong at the age when he was supposed to begin to speak," his mother said recently. "But the pediatricians put us off. They told us not to worry."

Once the loss was confirmed, his parents took him every Saturday morning to the New York League for the Hard of Hearing, where he received counseling, therapy, and training in speechreading.

Hewitt's father, the late Eric John Hewitt, was a vice president of research and development for a New York corporation; his mother, Jean Hewitt Blair, now the food and equipment editor of *Family Circle* magazine, was food reporter and critic for the *New York Times*. They were determined that their son would grow up in the mainstream.

Public school went well for him until the third grade. "Gordon had a bad experience that year," Mrs. Hewitt says. "He was ignored in class, and used as a messenger boy."

He completed his elementary education in a private school after a struggle by his parents to place him.

"It's not easy to persuade a school to take a 'problem' child," Mrs. Hewitt says.

He attended high school at the Hackley Preparatory School in Tarrytown, where all other students had normal hearing.

"It was difficult at first," Hewitt admits. "But as time progressed, I adapted. In the long run, it was better. By my sophomore and junior years, I began to adapt very well."

His senior English class at the preparatory school presented a different Shakespearean play every three weeks. Classes, required athletics, and five to six hours of study each night left little time for anything else.

"I worked hard to prove myself," Hewitt remembers. "I took English and Latin during summer school because I flunked them during the regular session."

"One of Gordon's greatest assets is his stick-to-it-iveness," his mother says. "He will work at it. He will not give up."

"I arrived at RIT with good study habits from Hackley," Hewitt says. "I knew I could succeed, and I persevered. I was fortunate to have such a good background. It helped make RIT more enjoyable."

His brother also helped him adapt. "Geoffrey pushed me to cope with the real world. I spent a lot of time with my brother and his friends, playing football, doing other things together. Except for those Saturday mornings in New York, and my time at NTID, I haven't been around other deaf people very much."

Hewitt entered NTID in 1969 intending to study business for a year. But an NTID career advisor who was familiar with the Hackley School saw his credentials and urged him to enroll in RIT's College of Business. In his first quarter, he cross registered for three courses and earned a 3.0 average.

During the summer of his freshman year, Hewitt worked for an accounting firm in Ossining, New York. He liked working with numbers and decided to concentrate on accounting.

At RIT, Hewitt found that he had time to develop a social life that had been missing at preparatory school.

Hewitt relies on his voice and residual hearing for communication. At RIT, he required notetakers for some courses, but did not need an interpreter.

RIT gave him a good background in accounting, Hewitt says, but there is a difference between academic and "real world" knowledge.

"Once you get out and work for someone, you have to adapt," he says.

"Co-op is a valuable tool in the choice of a job or career. It also shows you the need to work from the bottom up."

He received his bachelor's degree in business from RIT in 1973, and decided to continue his education. With the support and encouragement of Dr. Robert Frisina and Dr. William Castle, then director and dean, respectively, of NTID, Hewitt began work on a master's degree in business administration, completing the program in 1975.

After two years as an auditor for the Chemical Bank of New York, he moved to Washington, D.C., as a financial analyst for the Bureau of Accounts in the U.S. Interstate Commerce Commission.

In Washington, Hewitt set another goal: recognition as a Certified Public Accountant, a task that requires, among other things, successful completion of a 19½-hour examination. In 1981, after two and a half years of study, Hewitt earned the title. He notes proudly that he is now one of two CPAs in an office of 26 people.

At the DCAA office in Groton, Hewitt is directing a project to improve cost recommendations through the use of a computer.

"Gordon volunteered for the job, and I'm glad he did," says John McGregor, his supervisor. "I'm not that experienced with computers."

There is little difficulty communicating around the office, and Hewitt's coworkers don't think of him as handicapped. "He's an integral part of the office," McGregor says.

Working in Connecticut, close to his family, away from the everyday rush of a major city, Hewitt is happy and has no plans to move. "If something comes along, we'll see," he says. "But I like what I'm doing."

Campus Workshop Heralds Era of Signed Poetry

Allen Ginsberg

By Ann Kanter

It was hard to reconcile Allen Ginsberg's firebrand reputation with the appearance of the man entering the NTID classroom. Cozily bundled against the Rochester weather in a pile-lined hat and coat, woolen scarf, and rubber boots, he looked like somebody's favorite uncle—one could picture him arriving for Sunday dinner bearing a gift-wrapped box of chocolates.

The internationally known poet had come to participate with deaf RIT professor and poet-in-residence, Robert

Panara, in a workshop on the signed interpretation of poetry. The workshop was coordinated by Jim Cohn, a poet in his own right and also a student in NTID's Interpreter Training Program.

Cohn had studied with Ginsberg at the Naropa Institute's Jack Kerouac School of Disembodied Poetics in Boulder, Colorado. When he learned that Ginsberg had been invited to lecture, it seemed a good opportunity to have him address his fellow students in Carl Earwood's class, "Introduction to Interpreting for Specialized Settings."

Ginsberg's visit had been heralded by articles in the local press, reminding readers of the poet's vita: poet laureate of the Beat Generation; political activist arrested several times for his anti-establishment protests; and self-styled "gay, Buddhist-Jewish peaceful poet in a hypermilitary landscape."

He had received national attention in 1956, when the San Francisco Police Department arrested Lawrence Ferlinghetti, publisher of his poem, "Howl," declaring its graphic language "obscene." (A court decision later overturned this.) In the '60s there was much brouhaha about his use and advocacy of legalization of psychedelic drugs.

As the hour for the workshop approached, students and spectators began filling the classroom. Spring flowers in a wicker basket brightened a table at the head of the room. Professor Panara entered and took his place, exchanging greetings with several people.

Then, amidst a cluster of students, and escorted by Sam Abrams, co-chairman of RIT's Symposium Speakers Series, Ginsberg inconspicuously entered the room, removed his outer garments, and sat down at the table. He lit a stick of incense, which, he later explained, serves as a timing device. (One stick lasts 40 minutes.) Memories of photographs of him wide-eyed, mouth open as if in a scream ("Howl"?), belied his soft-spoken voice as he asked, "How many people here are deaf? How many of you have been deaf since birth?" A sprinkling of hands went up—most of the spectators were members of the interpreter training program.

Ginsberg then turned to Professor Panara, who had become deaf at the age of 10, and whose father played musical instruments.

Ginsberg:
Do you have music in your head?

Panara:
I have a ringing in my ears that is called tinnitus, like Poe's "tintinnabulation of the bells." (He laughs, and so do many members of the audience.) I can turn on my inner radio and listen to many songs I used to hear.

Ginsberg:
Can you create music?

Panara:
Some, but I don't know how to write it.

Ginsberg:
Do you make up meters in your head?

Panara:
You see, that's why I began to write poetry after I became deaf—because I couldn't write music. Also, it helped me to develop words.

Ginsberg:
You mean words you learned after you were 10 years old?

Panara:
(Chuckling) Most of the words I learned, I learned after I was 10.

Ginsberg wanted to learn about deafness and music from someone who had lost his hearing before the age of 10. A student who had become deaf at the age of 3 said that if the music is loud enough, he hears vibrations.

Ginsberg:
(Producing two smoothly polished objects that he describes as Australian aborigine song sticks) These make the oldest form of poetry in the world—it's all aural, pure sound, not written down—the oldest culture on the planet. (He claps them together.) Can you imagine what that sounds like?

Panara:
(Laughing) They sound very wooden to me.

Except for his brief questions, Ginsberg remained very much in the backgound, watching whomever was speaking, seemingly absorbing everything. For those who had read his poetry, much of it self-centered, there might have been the expectation of a large ego, a "look-at-me" attitude. It was not evident.

Ginsberg:
(Turning back to the audience) For those of you who were born deaf, do you hear any music at all?

Patrick Graybill (Professional actor and Performing Arts teacher):
No.

Ginsberg:
What is your concept of poetry?

Graybill:
I enjoy reciting it in sign, but I don't know its rhythm.

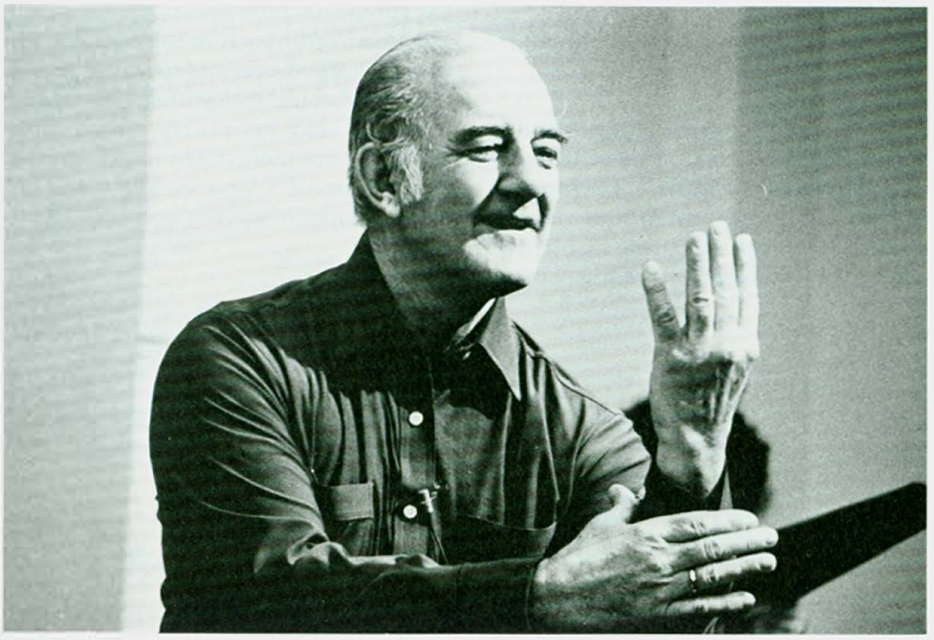
Panara suggested that his own poem, "On His Deafness," might explain what Graybill meant. Panara then voiced and signed it.

My ears are deaf, and yet I seem to hear
Sweet Nature's music and the songs of Man,
For I have learned from Fancy's artisan
How written words can thrill the inner ear
Just as they move the heart, and so for me
They also seem to ring out loud and free.

In silent study, I have learned to tell
Each secret shade of meaning and to hear
A magic harmony, at once sincere,
That somehow notes the tinkle of a bell,
The cooing of a dove, the swish of leaves,
The raindrop's pitter-patter on the eaves,
The lover's sigh, the thrumming of guitar
And, if I choose, the rustle of a star!

Ginsberg:
Then Graybill sees poetry as a picture and an idea. That's what most 20th century poetry is—ideas in the form of pictures. Two of the greatest "Imagist" poets are William Carlos Williams and Ezra Pound. There's a tendency to develop an international poetical style without rhythm and rhyme, but with harder and clearer *pictures.*

Panara:
For deaf people, signing poetry is like "painting pictures in the air."



Professor Robert Panara

Ginsberg:
Then a performance of poetry becomes pantomime—another art form like the dance—good, that's really clear. (He pauses, as if to consider this, then continues.) The ambition of a good poet is to write something that is visually bright and clear. I help in translating my poems into other languages, and the only thing you can translate completely is a picture. You can't translate the wit or rhyme. So that's the great test of poetic essence. It's fortunate that modern poetry is the closest verbal formation to what might be useful for deaf people."

Panara:
Many years ago, the students in my Humanities class at Gallaudet College decided to give a play, "Oedipus Rex"—something that had never been done before. First, my colleague, Dr. Siger, and I had to translate it into sign, and while we were doing that, we discovered a remarkable phenomenon. As I'm sure you all know, the function of the Greek Chorus in drama is to provide "mood music," somewhat as in a movie score. Members accompany their speech with dance, to show changing emotions within the play—the strophe and antistrophe, point and counterpoint. To express happiness, they raise their arms skyward, to express fear, they use the reverse movement. The same is true in sign language.

(To illustrate, he signs.) *And Apollo will follow him with lightning bolts that bring fire to surround and choke.* **We have a movement going away from the body, and then a reverse movement. (He demonstrates—his hands and arms moving away, hurling imaginary bolts of lightning downward, then reversing themselves, bringing up "flaming fingers," grasping his own throat in a strangling motion.) It's a marvelous example of strophe and antistrophe. Another example is**

Let a brazen man parade
Impiety and brash destiny
Of principalities and canons.
Then dog him Doom
and pay him Pride
Wages for his wanton sins
Of sacrilege and folly.
What shield is there for
such a man
Against God's righteous
arrows?

That's abstract—we must make it concrete first, before we can sign it. (He recites and signs the following translation.)

A man who is proud and arrogant,
He climbs and climbs toward success
Until he reaches the top,
And all the people call him great.
Now he stands, boastful and full
of arrogance
Until God is angered
And strikes him...
And he falls.

Ginsberg:
I see. I'd like to know, as a poet—what is best to translate—what is the clearest?

Panara:
I'll ask Kip Webster [the interpreter], whom I liken to a Greek rhapsodist, to sign something.

Ginsberg:
Kip, what would you do with pornography in signing my poetry? (He turns to the audience.) How many of you deaf people know my poem, "Howl?" (He quotes an earthy line from the poem.) How would that look in sign?

Webster signed it, and someone in the audience commented, amidst laughter, "That's *conservative* sign language!"

Ginsberg:
I'd like to test out the hardness or clarity of the first line of "Howl."

I saw the best minds of my generation
destroyed by madness, starving
hysterical naked,
dragging themselves through the negro
streets at daun looking for an angry fix,
angelheaded hipsters burning for the
ancient heavenly connection to the
starry dynamo in the machinery of night...
(Webster has been signing this.)

Ginsberg:
"Angelheaded hipsters"—that's where my poetry breaks down. Those are abstract words. "Starry dynamo" —that's a very general machine [referring to Webster's sign for machine]. It's not the machine that transmits electricity.

Panara:
That's because we have only two hands—after a while we tend to duplicate configurations.

Ginsberg:
I'd like to do my favorite line from "Howl."

Who sank all night in submarine light of Bickford's floated out and sat through the stale beer afternoon in desolate Fugazzi's, listening to the crack of doom on the hydrogen juke box....

Hydrogen juke box—how would you do that in sign?

Graybill:
Why hydrogen?

Ginsberg:
The noise of the juke box is apocalyptic—almost like the H-Bomb noise. Those are two concrete things: the juke box and hydrogen, juxtaposed.

Graybill:
Yes, but if I had to sign without using English words, I would make a compound sign.

Ginsberg:
Does any interesting sparkle come through, or does that go dead in translation?

Graybill signed and mimed the words for "music," "box," "coin from pocket," "vertical record becoming horizontal," "needle going around," "thunder shaking," and "bomb exploding."

Ginsberg:
That looks like it, that's good! That's a whole other poem! When you put money in a box and get music from it, and then get an explosion, there's a logical jump in that whole other picture—that's interesting!

Panara:
I like your poem "Birdbrain." Will you do that? It's a great poem.

Ginsberg began reciting "Birdbrain," accompanying himself with a harmonium, a small, accordion-like instrument. Webster signed.

Ginsberg:
Birdbrain runs the World!
Birdbrain is the ultimate product of Capitalism
Birdbrain chief bureaucrat of Russia, yawning
Birdbrain ran FBI 30 years appointed by F.D. Roosevelt and never chased Cosa Nostra!
Birdbrain apportions wheat to be burned, keep prices up on the world market!
Birdbrain lends money to Developing Nation police states thru the International Monetary Fund!

. . . . . .

I am Birdbrain!
I rule Russia Yugoslavia England Poland Argentina The United States The Eastman School of Music, Rochester [the last two are ad libbed and not contained in the written text of the poem]

. . . . . .

Birdbrain became a great International Poet and went around the world praising the Glories of Birdbrain
Birdbrain isn't evil, he just don't talk good, he's Sympathetic—
I declare Birdbrain to be victor in the Poetry Contest

. . . . . .

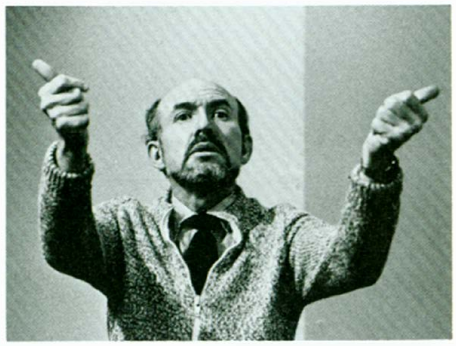
Birdbrain realized he was Buddha by meditating
*Birdbrain's afraid he's going to blow up the planet so he wrote this poem to be immortal**

So ended the workshop. Reacting to it, Graybill said, "For me, the workshop was a shot in the arm. I thought Allen would come to read his poetry only, but he had another motive. He came to learn about deafness and signing as a means of enlivening his own poetry."

Professor Panara, saying the workshop was the first such on the RIT campus, called it "the kind of happening I've often dreamed of—the opportunity to have a dialog with a distinguished poet, and to demonstrate signed poetry as a totally different mode of expression."

He adds, "The time has come for deaf poets to give public readings of their work—to get the recognition they deserve. This [workshop] should inspire deaf students to write their own poetry. It should deepen the understanding and appreciation of signed poetry—which is truly an art form in itself."

*Space limitations preclude publishing this 56-line poem in its entirety.



Patrick Graybill signs "Dreams," a poem by Langston Hughes.

Professor Panara is not alone in his feelings, and, in fact, another presentation of signed poetry took place in April during RIT's Spring Arts Festival, when hearing and deaf students and faculty members interpreted poems from Barbara Nector Davis' "Voices for Peace Anthology."

In addition, a monthly series of signed, written, and spoken poetry workshops by deaf poets who compose both in English and American Sign Language is projected for 1985. It will showcase local talent, including poets, interpretive signers of poetry and music, NTID students, and interpreters. Sponsoring the workshops is the Symposium Speakers Series, co-chaired by NTID Liberal Arts Support faculty member Rose Marie Toscano and Sam Abrams of the RIT College of Liberal Arts, in conjunction with the NTID Department of Liberal Arts, chaired by Dr. Adele Friedman. Liza Orr, coordinator of Interpreting Services for Liberal Arts Support, also has been instrumental in planning these sessions and auditions for the Spring Arts Festival readings.

Other events planned for 1985 include a student performance of signed poetry, and guest appearances by famous deaf poets from other parts of the country and abroad who will give signed presentations of their works at RIT.

"The purpose of these activities," says Dr. Friedman, "is to increase the RIT community's awareness of the literary significance of deaf poets' works and of the range of creative human expression, and to encourage NTID students to develop their skill in signing poetry and in creating their own."

Taking It to the Streets

TV Programs Do Double Duty

By Emily Andreano

Among the maze of sophisticated electronic equipment and gadgetry used to enhance the education of NTID students are some familiar machines—television sets. On them are broadcast dozens of programs for the benefit of students.

Many of the programs are videotaped on campus by NTID's Instructional Television Department (ITV); others have been produced elsewhere, but captioned by ITV. They generally are preserved for the purposes of instruction, in keeping with the primary focus of the department, but some of them are being shown on a regular basis on Rochester's cable television network and on a Rochester independent television station. A few have reached, or may soon reach, an even wider audience.

The NTID programs are cablecast, once a week at night and again on a weekend afternoon, on educational access cable channels in the Rochester area. One series has been broadcast on a Rochester independent station in a public service time slot. In addition, selected programs can be seen on a "special needs" channel operated by the Warner Cable Corporation of Pittsburgh, which airs programming for hearing-impaired persons four hours daily.

The programs also are loaned or sold to school libraries nationwide by Modern Talking Picture Service, Inc., a Florida-based firm funded by a U.S. Department of Education grant. The service distributes other captioned videotapes as well, and has been favorably impressed by those produced by ITV.

George Umberto, Modern Satellite Network manager of affiliate relations, heads the department that duplicates ITV videotapes for distribution.

"Their quality and presentation are outstanding," he says.

"The Silent Network," which sends two hours per week of television programming for hearing-impaired persons to cable television systems in 150 cities nationwide, is interested in incorporating ITV productions into its second season, which will begin in August.

According to network president and executive producer Sheldon Altfeld, programming decisions for the next season have not yet been made.

At the moment, "The Silent Network" is concentrating on selling advertising,

ITV Manager Chris Pruszynski, above right, touts the latest in a crop of ITV-produced videotapes ready for airing by American Cablevision program manager Michael Parker.

to ensure that there will be a second season to program. It has been, in Altfeld's words, "slow going."

Programs that have been aired on cable include "Sunshine Too: Variety '82," a show produced by NTID's touring acting company; "Body Language: Gestures, Sign Mime," an interview with Tony award-winning deaf actress Phyllis Frelich; NTID theatre productions; a series about disabled persons; a documentary about two hearing-impaired women; another about two professionals; "Job Interviews for the Hearing Impaired"; "Famous Deaf Americans," which features interviews with Bernard Bragg, founder of the National Theater of the Deaf, and Eugene "Silent" Hairston, the world's only deaf professional boxer; "The Fun of Signing"; and career exploration programs.

The NTID programs found their way onto cable television through the efforts of ITV Manager Chris Pruszynski and Michael Parker, program manager of American Cablevision, Rochester's cable franchise. Parker became interested in deafness as a result of what he calls "a human interest story."

"Eleven years ago, I was a cameraman for the local PBS [Public Broadcasting System] affiliate. Since they broadcast news for deaf persons, I became interested in learning sign language, but never followed through. In 1976, one of our directors and I picked up a hitchhiker who happened to be deaf. Since it was dark, the person couldn't use speechreading to understand what we were saying, and, therefore, couldn't participate in our conversation. I'm a communicator by trade, and that really bothered me."

When Parker left the PBS affiliate to work at American Cablevision, Pruszynski convinced Parker that he could surely find a berth for some ITV-produced programs on the 35 available cable channels. Parker agreed to accept a sign language series; ultimately, that partnership led to the current arrangement.

American Cablevision's attempts to carry "The Silent Network" so far have been hampered because the location of the cable company's satellite dish prevents it from receiving a "clean" signal. Lawrence Pike, the Network's director of affiliate relations, states that he and Parker are currently working on an alternate method of picking up the signal.

In addition, Parker has offered the NTID programs to the other systems in the network with which American Cablevision is affiliated. Thus far, he has had responses from 11 systems on the East Coast, as well as "a few" in the Midwest. He would like to give even more time to ITV programs or other programming for hearing-impaired people, but hasn't had enough audience interest yet to warrant such a move.

"When people are unhappy with our programming, our telephone lines are jammed," he says with a rueful smile. "But people don't generally write in about a program unless it's being taken off the air."

Considering the vast number of cable channels in comparison to the "regular" networks, monitoring cable television viewing, with a ratings system such as those employed by Nielsen or Arbitron, would be prohibitively expensive. But, says Parker, there still is incentive for other, newer cable systems to pick up the NTID programs.

"Many cable owners have won franchises because of aggressive community programming," he explains.

Dr. Betty Diskin, educational programming manager for Warner Cable's Pittsburgh franchise, has used many of these same programs on Warner/Pittsburgh's special needs channel as well. She is interested, she says, in acquiring more—four hours of daily broadcast time can speedily gobble several years' worth of work on the part of ITV.

Pruszynski has high hopes that all this "outreach" will lead to bigger and better things. Perhaps someday, for example, Rochesterians will see captions on their local news. Several news stories already have been captioned, with the help of ITV personnel.

The local NBC network affiliate had done a story on the "rubella bulge" students who would be entering NTID. At noon of the day the story was to air, a station employee who had formerly been employed by NTID suddenly came up with the idea of captioning the story. After a quick conference with Pruszynski and Captioning Coordinator Ruth Verlinde, Captioning Production Specialist Marilyn Enders was enlisted to work on the story. By the time the station had finished editing the two-minute story, Enders had only five minutes to complete the captioning before airtime. But she did it, using the character generator equipment that is a standard part of any television station's equipment.

Pruszynski feels the Herculean effort Enders put forth was worth it for the audience it reached and the goodwill it may have created at the station.

"A matching undertaking like that raised the consciousness of those at the station about NTID, I think, because we acted in an advisory capacity as well as lending moral support. Captioning that story was a nice bit of icing on the cake. It might someday produce more tangible rewards, if programming and public service philosophies dictate that the stations put more time and money into captioning," he says.

A week-long series about NTID, which was shown on the same station, was also captioned by ITV.

Local stations, however, are reluctant to commit to captioning, because it is time consuming and expensive. But Pruszynski's motto seems to be "one step at a time."

"Maybe they could begin by captioning just one story per day—say, one that may be edited and ready for airing by 3 o'clock in the afternoon," he proffers. "We have no official clout, but we try to plant seeds in as many places as we can. When some of those seeds start to sprout, we hope the deaf audience will watch, and call or write the stations to compliment them. Station managers really respond to letters."

Eventually, of course, he would like to see all the news captioned. He is willing to lend an expert like Enders initially to "show how it is done," but her primary responsibility, like that of her coworkers, is to do work that will benefit students. Pruszynski would prefer that television stations learn to do the captioning for themselves.

"When the conditions are right—that is, when one of the stations has a strong enough feeling that it should be looking for something to distinguish it from the other stations in the market—possibly local captioning will be one way. Then captioning may get 'hot' and the others will pick it up. Look at weather radar—for years nobody had it and then one channel got it and the others had to have it. In other words, a lot has to do with market factors and what the competition is doing rather than skill and expertise.

ITV's primary raison d'etre is to caption videotapes for instructional purposes. At left, students in Assistant Professor Ralph Hymes' history class view the captioned videotape, "The Jackson Years: The New Americans."

"If somebody wanted us to, we'd work with them, but our aim isn't to caption programs for local stations. Our aim is to share our experience, techniques, and expertise, to help them develop their own captioning capability."

Pruszynski scoffs at the suggestion that, since there is no "payback" to the station in terms of increased revenues, and deaf persons do have newspapers available to them, there is no need to caption the news.

"First of all," he says, "not everything radio and television stations do can be traced to a profit motive. For example, one local TV station had a 'job-a-thon.' The people who watched it could have read the want ads. But the TV program had more impact.

"Also, there is an immediacy to television which newspapers can't provide. People pay more attention to television —it influences the way they perceive the world, and deaf people have the right to be able to perceive the world in a similar way.

"But I think from the commercial broadcaster's view the primary purpose of television programs is to produce audiences for advertisers, so they put on something people are likely to watch, mixing in some degree of something that is 'good for you,' like public service announcements. The latter may be because of FCC [Federal Communication Commission] requirements, a sense of obligation to the community, or in response to pressure groups. Many of us aren't aware of it, but many large companies, such as Proctor and Gamble, are closed captioning their ads, so they must think that the deaf audience is significant. In a place where there's a large deaf population, one can probably make an economic argument—if the television stations air something deaf persons want to watch, like captioned news, they are creating an audience for their advertisers."

Local television stations have acknowledged the existence of the Rochester deaf community in other ways as well. When RIT President M. Richard Rose appeared on a show along with students from each of the Institute's nine colleges, one camera was trained on an interpreter throughout the program, a gesture Pruszynski terms "a significant extra commitment for a TV director not accustomed to dedicating one camera to an interpreter.

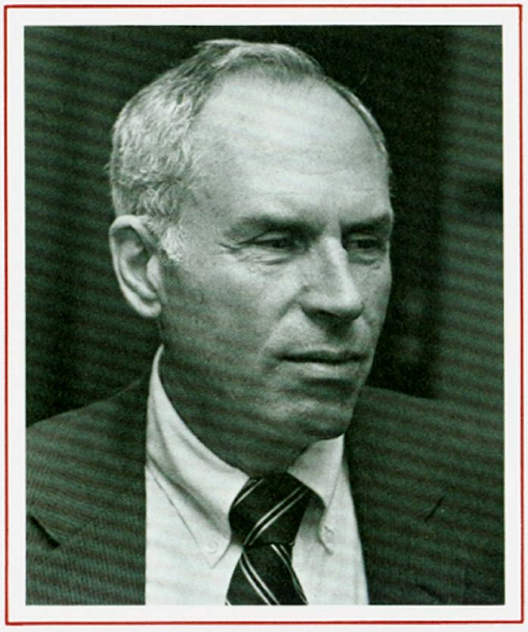
"We're hoping that by working with the stations, their resistance will diminish and that next time they're asked to do a little something extra, the response won't be, 'Oh, no!' "

While Pruszynski is delighted to see some of NTID's ITV productions get an airing outside the confines of the Institute, he cautions that there is a real difference between commercial programs and the NTID product.

"Captioning with a fast turnaround time is not so crucial to us. For NTID instructional use, it's more important that programs be 100 percent accurate. Our productions are meant to become a permanent part of the resources of NTID, which dictates that we put some care into producing them. This includes working with faculty to review scripts, paying careful attention to detail, and taking other steps that would not be appropriate in a non-instructional situation.

"Commercial stations not only deliver an audience to advertisers, they also deliver a message to an audience; we go a step beyond that. The message we deliver has to cause a positive, measurable change in the audience; therefore, the design of an instructional program must be more precise."

New NAG Member Needs No Crystal Ball



By Emily Andreano

Again and again one hears the dictum that NTID curricula must be planned to serve real needs in the job market. Program Advisory Committees made up of business and industrial personnel study those curricula constantly—pruning, revising, and adding where need be.

But how much better it would be if curriculum planners could anticipate future needs before they arise, and plan accordingly. Perhaps they'll be able to do so someday, courtesy of a new addition to NTID's National Advisory Group (NAG).

He is Dr. Roy Amara, president of the California-based Institute for the Future, a research and consulting organization founded in 1968. An engineer with a B.S. from Massachusetts Institute of Technology and a Ph.D. from Stanford University, Amara is partly responsible for two innovations that touch many of our lives every day—the computer system for airline reservations and the one for banking transactions.

Today, much of Amara's work involves forecasting trends that likely will evolve into similar innovations. But, he claims, his work is not as esoteric as it may sound.

"Obviously," he says, "if you're going to order a meal, or buy a pair of shoes, the amount of thinking or planning that goes on is really trivial, if there is any at all. But if you're about to purchase a home or an automobile, or decide whether or not to take a job, you ought to ask yourself a lot of questions about where this will lead. Inevitably, any plan or thought about some action you are taking that has 'tails' out into the future involves you in some kind of forecasting.

"The forecasting," he continues, "is usually around the uncontrollables, because every act you take in the present is affected by things over which you have no control. If you're buying a house, what are interest rates likely to be? What about the future price of the home? How long will you stay in the area? How many children will you have? And if buying an automobile, how reliable is it going to be? How much will it cost to maintain it? Planning inevitably involves forecasting, and forecasting leads to thinking about the future."

Amara's engineering background, with a particular interest in computers and communication systems, led him to futurism, when he began wondering to what systems the computers he worked on were applied, what they did, and what their purpose was. This prompted him to plan with those systems in mind, and engendered an interest in planning in general. A major facet of many business operations these days, planning is defined by Amara simply as "thinking before acting."

Computers have spurred the growing interest in futurism, he says, in that they, as a part of technology as a whole, are creating change more rapidly than ever before. Also, future demands on natural resources can't simply be predicted on the basis of past usage, because we are gnawing away at them at a greatly accelerated rate. And this is why we suddenly must concern ourselves with the future to a greater degree.

But are we making too much of this increasing concern with the future, worrying about where and when it all will end?

"The oil price break in 1973 really shocked people, because until that point they thought prices wouldn't do anything dramatic," he chides gently.

Amara also asserts that future planning will need to incorporate values, rather than being driven by technology alone.

"I think the '80s will be a decade—and it's already begun—where we develop a much more mature relationship between technology and values, look at the two in a more balanced way, try to harmonize to some extent the interac-

tion between them, and integrate our understanding of the two. We will shape technology more effectively to meet human needs, in fact integrating that technology more closely with values, rather than keeping them apart as if there are some irreconcilable conflicts between the two. This might not seem terribly new or earthshaking, but I think it probably never happened to the depth and pervasiveness that it's beginning to happen now, and I think will continue to happen through the '80s.

"It will take, and is taking, the form of a willingness to face up to tough questions at an earlier stage in the development of a technology. That is, don't develop a technology and then think of the questions, the issues. Do that hand in hand, so that you're not surprised at the end of the process. A balancing of social values with technology begins to serve human needs more effectively. It's a more exquisite balance between the two, where we're not just going to develop technology for technology's sake, but will do so at every point by asking the question: How well is it serving human needs and human values?"

Amara contends that futurists do not look down a road of doom and gloom. Most, he says, are optimists.

"I suppose it's because if you enjoy doing something, then you're going to do something in which you can see some hope rather than nothing but despair," he muses.

Nonetheless, he admits that "it's easier for us to think about tragedies that may take place, like the oil supply being cut off in Saudi Arabia, nuclear war of some kind, hyperinflation, racial tension in the cities, or double-digit unemployment. I suppose there is something in the human psyche that does that; it's not so bad, because if you think of these negative things, then you also think of ways to perhaps avoid—or minimize—their impact."

One of the primary goals for NTID graduates is to become upwardly mobile, taking their place among the ranks of managers, rather than jumping from position to position in a series of horizontal moves. If they are to do so, Amara feels, they—or any potential managers—must broaden their areas of expertise. Narrow specialists will be ill-equipped to serve as the managers of the future.

They will need to be versed, he says, in what he calls "the 'softer' aspects of management—how to provide leadership, manage human resources, motivate people, and organize them into effective, working, autonomous groups that have a say in what they do and how they do it."

Still, Amara says NTID is taking the right tack in cleaving to a specialty-based form of education.

"I think having a specialty provides you with some discipline, and some tools, and some understanding—no matter what that specialty happens to be. It provides a discipline for how to think clearly, concisely, and systematically; it makes no difference what that discipline is. Beyond that, though, is another dimension: How does that discipline relate to the larger world? Without that ability to integrate, I think there is a danger of obsolescence."

Graduates who do move up the corporate ladder may make better than average managers, in Amara's view, because they have had the opportunity to observe the company "from the bottom up."

"Some of the more successful managers," he says, "are ones who look for odds and ends of details from conversations with people in the corridor, little clues, or chance remarks. It's not true that successful managers rely strictly on aggregated information; if you really want to know what's happening, you'd better get out there and find out what's going on in the bowels of the organization."

The continuous flexibility of NTID's curricula appeals to Amara. In fact, he sees it as the lifeblood of the institution. Responding to societal changes will become ever more crucial, in his view, as technology encroaches on every aspect of the job market.

"I think the most important characteristic is adaptability. I don't think any one of us is smart enough to be able to forecast with precision what kind of jobs there will be 15 years from now. What we do know is that an important feature of the future economy and work force is the need to continuously restructure jobs. Therefore, a premium is placed on the ability to adapt."

How does one educate someone to be adaptable?

"There I'm leaving my sphere of expertise; I'll tell you that in order to be educated, we may have to become less specialized in our education at some point in the future. I don't mean necessarily to go the 'great books' route to education, but perhaps leaning closer to that approach. Ideally, what you would like to have is someone who has some salable skills immediately, but who has that other sort of dimension that can transform those salable skills into other salable skills as the environment around the individual changes. And the environment *will* change—that's one thing of which you can be certain."

Again, Amara cautions that a change in the environment will only be a positive one insofar as it considers the ethical dimension: "If we can find new ways to integrate and interrelate technology and values to make technology even a little more responsive to human needs, the potential gains are just enormous. A handle on human values becomes our handle on the future, and what could be more important than that?"

NTID NEWSLINE

"Darth Vader" Visits NTID

David Prowse, the 6'6" British actor and former weightlifting champion who played the role of villain Darth Vader in the *Star Wars* film series, visited NTID in March as part of the Special Speaker Series.

During his three-day visit, Prowse addressed two audiences of deaf students in the NTID Theatre, where he discussed his role in the popular *Star Wars* series, as well as his career and interests.

An active supporter of education and services for handicapped children, Prowse recently was appointed Special Ambassador for the Decade of Disabled Persons by the National Organization on Disability, Washington, D.C.

As Britain's "Green Cross Code Man," he has promoted traffic safety among elementary school children for more than a decade. He visited several elementary schools in the Rochester area during his visit.

Authors, Authors

Two NTID faculty members have completed books related to deafness.

Turning Points in the Education of Deaf People, by Professor Edward Scouten, documents the progress of education for hearing-impaired people by tracing the educational path of deaf persons from biblical times to the present.

Great Deaf Americans, co-authored by NTID Professor Robert Panara and his son, Instructor John Panara, is a collection of 33 biographies of accomplished deaf persons. The book features pen and ink drawings of the individuals and their pioneering achievements by artist Kevin Mulholland, an NTID graduate.

A family affair: Robert, John, and Shirley Panara admire artist Kevin Mulholland's illustrations in "Great Deaf Americans."

Resource Center Dedicated

Whitney Moore Young, Jr., executive director of the National Urban League from 1961-71, was honored posthumously by NTID Feb. 14, when the Institute's Staff Resource Center was dedicated in his memory. Dr. William Castle presented an engraved memorial plaque to Mrs. Young at an afternoon ceremony in the NTID Theatre.

"Whitney Moore Young was involved throughout his life in advocacy of rights for minorities and handicapped people," Dr. Castle said. "He served on the National Advisory Group from 1967-69. During his leadership of the National Urban League he helped the nation prepare young minority and handicapped people for better jobs or entrance into college. His advice, support, and commitment to the staff and students of NTID in its early stages was monumental."

The ceremony honoring Young was held during RIT's Black History Month, and included a keynote address by Dr. David Anderson, visiting assistant professor in the College of Liberal Arts; a tribute by William Johnson, president of the Urban League of Rochester; a dance performance by RIT student Jennienne Peoples; and music by the RIT Gospel Choir.

Dean Peter Pere Resigns

Dr. Peter Pere has announced that he will resign his position as dean of NTID, effective June 30.

Dr. Pere and his family will be moving to the Pacific Northwest to open a business, a lifelong family ambition.

Joint Program Receives Grant

The University of Rochester and NTID have received a $292,000 grant from the U.S. Department of Education to continue a joint program to train secondary level teachers of deaf students.

The grant will be used to provide scholarships and stipends to about 30 graduate students who will be trained jointly by NTID and the U of R's Graduate School of Education and Human Development.

The grant is the fifth award given to the Joint Educational Specialist Program since it began in 1979.

NTID NEWSLINE

Phyllis Diller Brings Laughter to Better Hearing and Speech Month Campaign

Popular comedienne Phyllis Diller, who overcame a hearing problem herself, is the 1984 national chairman of the Council for Better Hearing and Speech Month's 1984 public information campaign, which has as its theme, "Spreading Laughter through Hearing and Speech."

During kick-off ceremonies in Washington, D.C., in May, Miss Diller met with Vice President George Bush. She and poster child, Mary Frances "Muffy" Silvestri, 5, of Danbury, Connecticut, appeared on a poster and in a public service announcement produced by NTID's Public Information Office and Media Production Department.

The poster will be distributed nationally to create awareness about hearing and speech disorders, and to encourage the more than 22 million Americans with these problems to seek help.

Shumways Receive NRS Award

F. Ritter and Hettie Shumway, longtime friends of RIT, received the Nathaniel Rochester Society's 1984 Award in April. The NRS Award is given annually to individuals who have contributed to the advancement of RIT in an outstanding and significant manner. RIT President M. Richard Rose presented the Shumways with silver candlesticks created by Leonard Urso, assistant professor in the School for American Craftsmen. The Shumways have a long history of family involvement in RIT, dating back to Shumway's grandfather, Frank Ritter, one of the founders of Mechanics Institute, the forerunner of RIT.

A Letter from Ronald Reagan

President Ronald Reagan, who recently began wearing a hearing aid, offered some good-natured advice to other users in a letter sent to NTID Director William Castle.

Dr. Castle, who wrote to commend the President for publicly acknowledging that he wears a hearing aid, received this reply: "I was pleased to learn that my wearing a hearing aid may help remove the stigma which some feel is attached to their use. Perhaps you may want to warn them about wearing it in the shower! I did that once; no harm done, but the aid squealed in protest."

Department Honored

Secretary of Education T.H. Bell accepts a plaque in recognition of the Department of Education's "contribution, involvement, and determination in fostering the development and availability of closed captioned television" from NTID Associate Dean Dr. T. Alan Hurwitz, who is president of the National Association of the Deaf. A delegation representing the nation's top six hearing-impaired organizations presented the plaque at a ceremony in Washington.

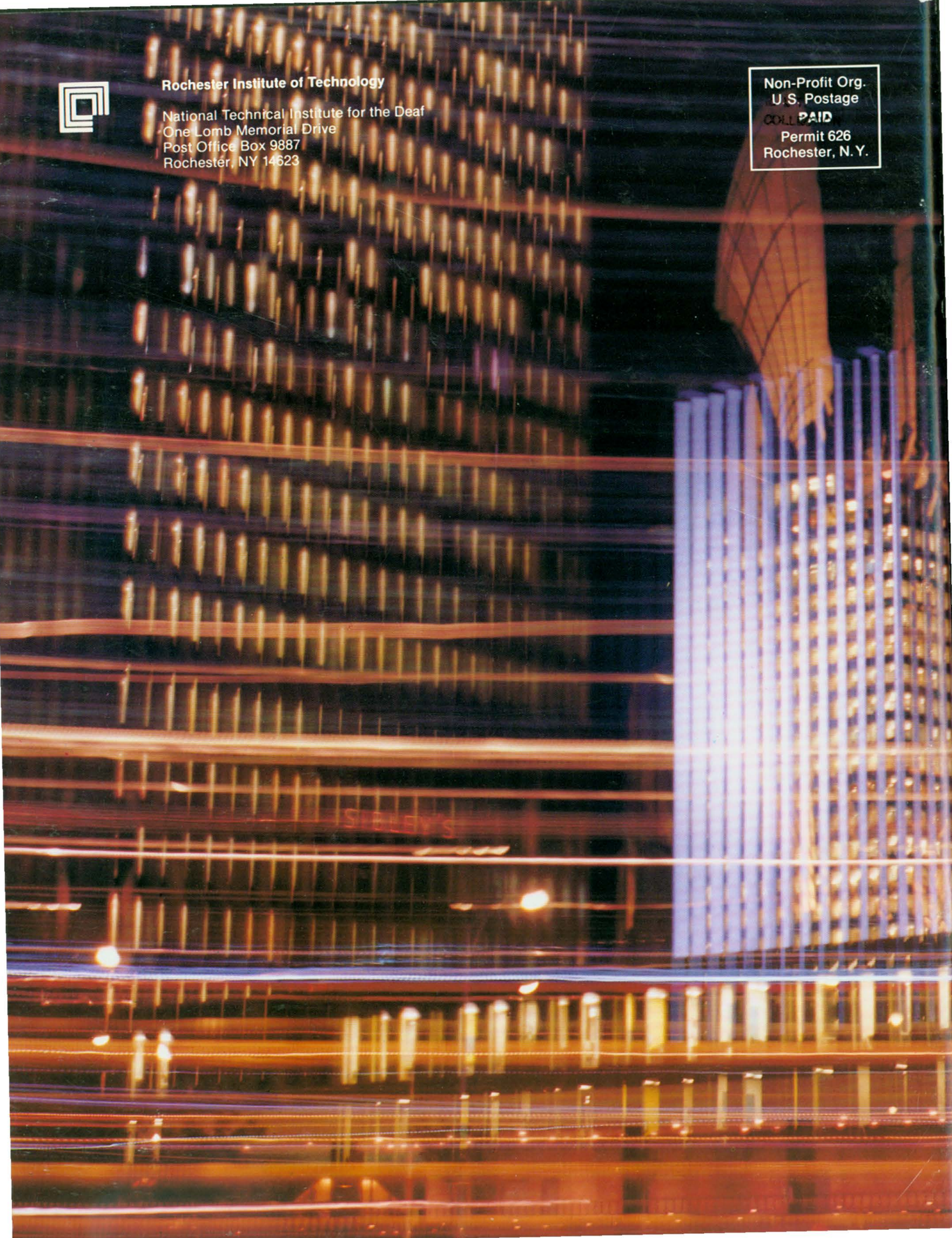
"A Well Beloved Teacher"

Second-year graphic design student Peter Cook, right, presents a plaque honoring the late Charles McDougal, first advisor to the NTID-sponsored Art House and former Applied Art teacher at NTID, to Mrs. Louise McDougal and her daughter, Sara, at a March ceremony. The Art House is a special living area within RIT's dormitories that is shared by deaf and hearing art students. The ceremony marked the dedication of the building to McDougal, who was killed in a car accident in 1979. Cook is president of the Art House.

A Final Word...

The history and tradition of Rochester Institute of Technology and the National Technical Institute for the Deaf are totally intertwined with the city of Rochester. We take great pride in joining the city in celebrating this Sesquicentennial.

Dr. M. Richard Rose
President
Rochester Institute of Technology



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