

ntid FOCUS

Publication of the National Technical Institute for the Deaf

Rochester Institute of Technology

December 1970 — January 1971

Deaf Learning from the Pros

By KATHY O'TOOLE

For the first year they worked for Kodak and local hospitals. Today they're among a growing group of technicians who are swinging onto the faculty of the National Technical Institute for the Deaf (NTID). The rapidly expanding institute at Rochester, already has absorbed electronics researchers who have been working for the institute for a year. The institute is opening the way for deaf students to learn from the pros.

Doorbell Ring Is Bright

By LINDA HANSEN

When the doorbell "rings" at Mr. and Mrs. Davidson's apartment, Mrs. Davidson works as a keypunch operator at Rochester Gas & Electric Corp., to earn funds to help her husband through school. So Laura Davidson works her days with a hearing wife of another deaf person.

Deaf, Blind Center Established Here

By JOHN MACHACEK

A General Dynamics Corp. program to study the use of advanced technology in helping the deaf and blind communicating will be continued by a new Center for Communications Research established here today.

The nonprofit center, developed jointly by the National Technical Institute for the Deaf, General Dynamics officials and the Rochester academic community, will seek government and foundation grants to support its work.

In addition, the center will provide a place where deaf and blind students can learn from the pros.

3 Assistant Deans Appointed at NTID

Three new assistant deans have been named at the National Technical Institute for the Deaf because of its expanding program.

They are: Dr. Jack R. Clark, formerly director of student development, now assistant dean for technical education; Dr. James R. Speegle, formerly director of student support education; and Dr. James L. Collins, formerly director of student development, now assistant dean for developmental education.

"The change in structure is another stage in the maturity of NTID," said Dr. Robert Frisina, director of NTID. "The change was partially prompted by an expansion in the story."

Patrick Ge...

While shopping for souvenirs in Miami, the couple discussed sign language what they'd "The shopkeeper immediately assumed we were both deaf," Jones recalls.

"I thought I could sell you a pair of shoes, but I couldn't," Jones recalls.

"I met while I was at Gallaudet University in Washington, D.C. I guess we'll get the best of both worlds," she says.

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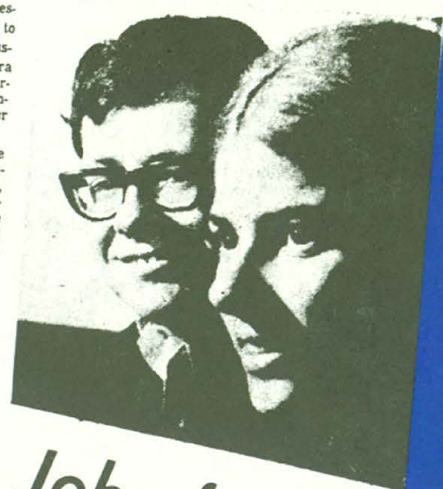
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New NTID personnel indicate they could be happier with their second career. "I'm in a new world. The deaf students are what you do for them,"



Production By Deaf 'Poetic'

By JEAN WALRATH

A group of players, faultless and with hands that make it "dance" a language—strange as it may sound—last night the classical German "Woyzeck," by the Rochester Institute of Technology.

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New Jobs for Deaf

By JOAN RIZZO

Students from Rochester Institute of Technology are participating in an educational program designed to help deaf students spend one or more quarters of their college years working in the deaf community.

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3 from RIT Hope to Ski In Olympics for the Deaf

GD Talent Forms Unit For Blind, Deaf Studies

By PETER STUTZ

General Dynamics also has donated two proposals which it had made to the government for research contracts. They involve techniques for analyzing grammar in preparing computer-aided instruction for the deaf and a study of syntax and semantics for automatic speech recognition.

Dr. Robert Frisina, director of the National Technical Institute for the Deaf, said that the technology used in analyzing sound for the deaf

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worked all necessary and plans on 14 in the Grace Wal-nut funds. ski movies

For

NTID Students Are Pioneers In Co-op Educational Program

Seventeen students from Rochester (N.Y.) Institute of Technology are pioneers in an educational program designed to prepare them for a role in a world they will never hear.

The students, all representing the National Institute for the Deaf (NTID) at RIT, are the first deaf persons in the nation to participate in a cooperative educational plan.

Under the co-op system, students spend one or more quarters of their college program working in industry, applying what they have learned in the classroom.

"Hearing students have been taking part in co-op programs for years," said Dr. Jack Clarcq, assistant dean for technical education. "But this year is the first opportunity deaf students have had to prove themselves to industry. What is accomplished here, could benefit the deaf of the world."

"For years the deaf have been categorized as people who must be shut off by themselves because of their supposed inability to communicate," Clarcq added. "These students are proving they can communicate and perform many jobs throughout industry that in the past have not been available."

Rochester, N.Y. industry is enthused about participation in this new national effort on behalf of deaf citizens. Firms such as Xerox Corporation, Sibley, Lindsay & Curr Co. and the Internal Revenue Service already have had favorable experiences with NTID student employees. Still others like Marine Midland Bank and the County of Monroe are participating in the program for the first time.

"We feel the co-op program is excellent and we are highly in favor of its continued support," stated Miss Betty Shutt, director of employment for Sibley's. "I feel we have an obligation as employers to be aware of the potential of the deaf. In my opinion the deaf are ready to accept any challenge."

For many deaf students, the initial interview is often the biggest hurdle. It was for Kevin Nolan, a senior business administration major from Attleboro, Mass.

While Kevin reads lips expertly, lipreading can become difficult if someone speaks too quickly. He was confronted with that situation last winter when applying for a co-op position in Operations Auditing with Xerox.

"When George A. Burke, the manager of the auditing group, first explained the job to me, he was talking so fast that I couldn't understand a lot of what he was saying," Nolan recalled. "Perhaps I didn't ask him to repeat himself as often as I should have, however, I knew if I could just get in the door, I could prove myself as an employee."

Nolan was so highly successful that James Cunningham, co-op coordinator for Xerox, wouldn't hesitate hiring more deaf students. In fact, NTID students Richard McElwain (Sudbury, Mass.) and James Montgomery (Niagara Falls, N.Y.) are presently working in the computer division and quality control areas.

All of the co-op employers are in agreement that their students are self-confident and highly self-motivated.

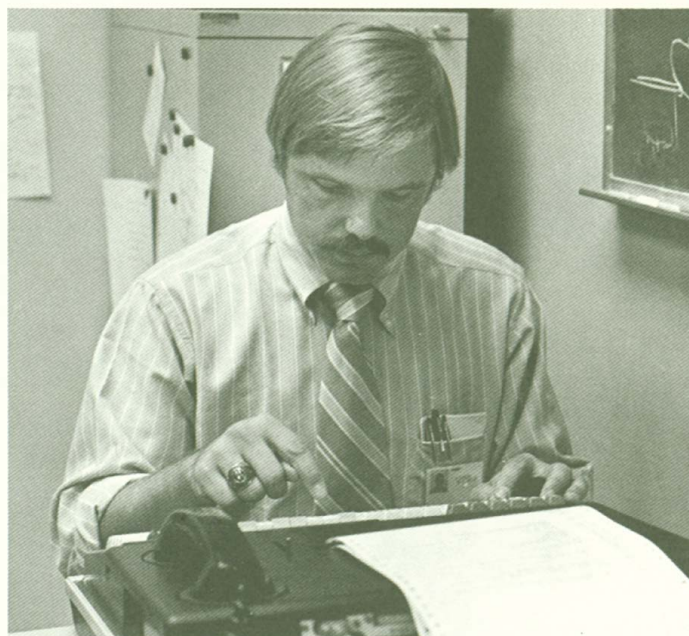
"At first you would expect these deaf young people to have problems communicating," Cunningham added. "Ken Gouridine, a recent hearing co-op addition, worked with Kevin Nolan for two days and never knew he had a handicap."

The students don't pretend that everything is rosy. For Sue Wolf, a secretarial major from Rydal, Pa., the first days

(Continued on next page)



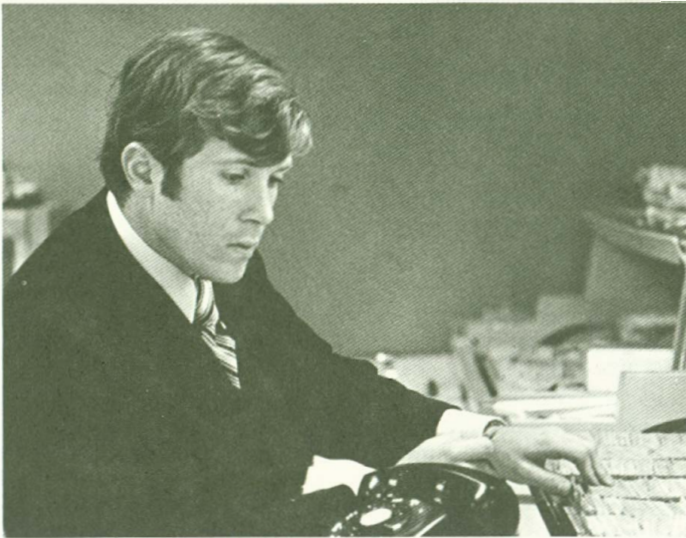
GREAT OPPORTUNITY — NTID cooperative education students Rosiland Fleming (left) and Jane Maskal work in the Accounts Payable department of Sibley, Lindsay & Curr Co. Rochester, N.Y. Miss Fleming is a resident of Cleveland, Ohio. Miss Maskal is from Lebanon, Illinois.



DEVELOPING SKILLS — Richard McElwain of Sudbury, Mass. receives practical experience in the Research and Developing — Computer Laboratory at Xerox Corporation of Rochester, N.Y.



TOP INSTRUCTION — NTID's Linda Sanders receives instruction from Miss Mary Picone, assistant to the 1st Deputy Director of Finance and Controller of the County of Monroe, N.Y. Miss Sanders is from Eagles Springs, North Carolina.



BANKS ON EXPERIENCE — Steve Schultz receives his Co-op experience in the Master Charge department of Marine Midland Bank of Rochester, N.Y. Schultz is a native of Brighton, N.Y.

NTID Students *(Continued)*

of her first co-op experience at a bank in Philadelphia were lonely.

"At first the girls in the mortgage accounting department didn't know what to say to me," Miss Wolf recalled. "Then on the third day I went downstairs to get a mortgage form and almost wound up going into the men's room by mistake. When I told the girls what happened, that seemed to break the ice."

Employers like Sibley's Miss Shutt are amazed by the ability of deaf employees to concentrate on the jobs, pay attention to detail, and be creative.

Rosalind Fleming (Cleveland, Ohio) and Jane Maskal Lebanon, Ill.), two secretarial majors, insist they can't afford to waste the job opportunity Sibley's has given them.

Bill Ingraham, a business administration major from Rochester, had four co-op interviews before landing a position with Internal Revenue Service of Rochester.

"At first I was given only small jobs like sorting forms," Ingraham remembered. "It's understandable that people should be a little doubtful at first. But then one day a deaf person came into the office and needed some help with a special tax form. I was assigned and, of course, had no trouble communicating with sign language. In fact, everyone in the office stopped to watch. This gave me a chance to prove some of my technical skills."

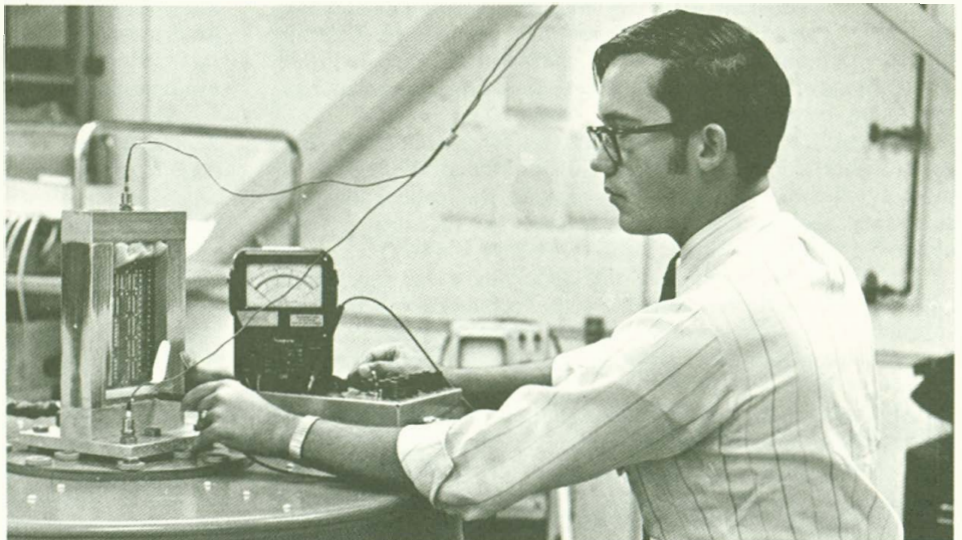
"Jobs aren't offered to students just because they are deaf," Dr. Clark points out. "It's the responsibility of NTID and RIT to prepare deaf students to meet opportunities."

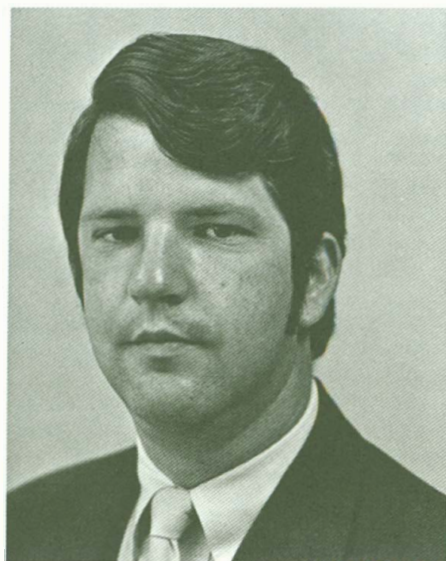
The national Institute is the world's first endeavor to provide a post-secondary technical education for deaf students in a hearing college community—RIT. It is funded by Congressional appropriations and administered through the U. S. Department of Health, Education and Welfare.

NTID, under the direction of Dr. Robert Frisina, started with 70 students in 1968. Enrollment has expanded to 330 students for the current year. The student co-op program is expected to play an increasing role in the total education of deaf students. Co-op offers deaf students special opportunities to sharpen their technical, personal, and social competencies which are important in job satisfaction and successful employment.

"I know that I will look upon any handicapped job applicant differently because of my experience with deaf students from NTID," stated Cunningham of Xerox.

SEEKS QUALITY — James Montgomery of NTID works in the Quality Assurance Department of Xerox. He is a resident of Niagara Falls, N.Y.





JAMES R. SPEEGLE



JACK R. CLARCQ



JAMES L. COLLINS

To Aid Development

3 Assistant Deans Appointed

Program development and coordination of educational efforts have enabled the National Technical Institute for the Deaf to shift its organizational structure, according to Dr. Robert Frisina, director.

To advance NTID to its next level of development, three assistant deans have been named within NTID.

Dr. Jack R. Clarcq, formerly director of student development, has been named assistant dean for technical education. Dr. James L. Collins, associate director of student development, has been appointed assistant dean for developmental education. Dr. James R. Speegle, who since July has served as assistant to the dean, has been named assistant dean for support education.

All three assistant deans will report directly to Dr. William E. Castle, dean of NTID. The division of research and training, headed by Dr. E. Ross Stuckless, will continue to report to the director of NTID.

"The change in structure is another stage in the maturity of NTID," said Dr. Frisina, who has headed the federally funded program since it began operation at RIT in 1968. "Our objective is to effectively implement programs that have originated here in our first two years.

"Periodically we will reassess the long and short-range goals within the program," Dr. Frisina added. "I believe we must be flexible if we are to provide the caliber of post-secondary technical education needed by the deaf of this nation."

Dr. Frisina indicated that the opportunity for reorganization was in part precipitated by the expansion of technical educational programs within NTID this fall. NTID's Certificate-Diploma-Associate programs of study were expanded from 4 to 31.

Although there will no longer be a division of student development, Clarcq will continue to handle NTID's role in placement efforts. As an integral part of its educational program, NTID utilizes on-campus and off-campus cooperative work-study plans for deaf students. Under the co-op system, students spend one or more quarters of their programs working in industry, applying what they have learned in the classroom.

"RIT has a long history of success in cooperative education and we are fortunate to be able to capitalize on this history," said Clarcq. "As for the placement of deaf students in full-time employment, we will evaluate job markets on a continuing basis."

"The C-D-A programs are a vital part of NTID," Dean Castle stressed. "They now have the potential for providing maximum educational opportunities for deaf students from secondary programs around the country."

Dr. Collins, as assistant dean for developmental education, will be responsible for coordinating personal and social development, and much of the academic advisement of NTID students.

"Academic advising and personal counseling will focus on the development of deaf students as they progress through NTID programs," Collins stated.

Dr. Speegle, assistant dean for support education, will assist the dean of NTID in the coordination of the Vestibule programs, the Communications Center, Computer Assisted Instruction, and the support efforts of NTID in admissions, evaluation, and vocational rehabilitation.

The Vestibule programs, under the direction of Dr. Robert R. Gates, are remedial and preparatory in nature, assisting deaf students in moving into programs within NTID and other RIT colleges. The Communications Center provides audiology, speech pathology, and interpreting services.

Dr. Speegle earned his A.B. and M.A. degrees from the University of Rochester and his Ph.D. degree from Syracuse University. Prior to joining NTID in 1969, Speegle was associate dean of students at DePauw University.

Dr. Clarcq received a B.A. degree from the State University of New York at Brockport, an M.A. degree from West Virginia University and a doctorate from Syracuse University. Clarcq was dean of students at Pennsylvania State University from 1967 to 1968 when he joined NTID.

Collins earned B.S. and M.S. degrees from Indiana State University and a Ph.D. degree from the University of Pittsburgh. He served as an instructor in special education and rehabilitation at the University of Pittsburgh for two years prior to joining NTID in 1969.

Technical Programs Grow From 4 to 31

Technical educational programs of study for the deaf have been expanded from 4 to 31 at the National Technical Institute for the Deaf.

In making the announcement, Dean William E. Castle said the rapid growth is partially due to an increase in enrollment from 256 students last spring to 330 for the current school year.

"As NTID's enrollment grows, we want to be flexible to meet the needs of students," Dr. Castle said. "At the same time, we want to be sensitive to the employment needs of industry."

All of the programs are part of NTID's Certificate-Diploma-Associate divisions and fall under the areas of Business Technology, Mechanical/Electrical Technology, Technical Sciences, and Visual Communications.

Under Business Technology, a student's training will prepare him for a position as an accounting clerk, junior accountant, legal typist, clerk typist, general office clerk, technical office assistant, inventory clerk, typist, file clerk, duplicating machine operator, key-punch operator, programmer for business data processing, MT/ST operator, and standalone operator.

Certificate, diploma, and degree programs offered in Mechanical/Electrical Technology include a certificate in basic technical drafting, a diploma in architectural drafting, a diploma in machine tool operation, a diploma in mechanical drafting, a diploma in numerical control programming, a diploma in electronics, and curricula in architectural and civil technology which lead to Associate in Applied Science degrees.

Technical Sciences offer curricula leading to a certificate for histologic technicians, a certificate for physician's office technicians, a diploma for hematology assistants, a diploma for microbiology assistants, a diploma for clinical chemistry assistants, a diploma for medical record technicians, an Associate in Applied Science degree for medical record technicians, and an Associate in Applied Science degree for medical laboratory technicians.

Visual Communications programs offered are: a diploma in graphic communications, a diploma in interior and window display, a diploma in textile design, a certificate in applied photography, a diploma in applied photography, and an Associate in Applied Science degree in applied photography.

The 31 programs of study offered do not include those programs available to deaf students in the seven other colleges within RIT or the preparatory and remedial programs available in NTID's Vestibule programs.

Diplomas in office practice, mechanical drafting, machine tool operation, and architectural drafting were the only programs offered by NTID last year.

"We don't anticipate another great expansion in programs in the immediate future," Dr. Castle added. "Additional building space and increased student enrollment will determine expansion possibilities in the future."

The national Institute is the world's first endeavor to provide a post-secondary technical education for deaf students in a hearing college community—RIT. It is funded by Congressional appropriations and administered through the U. S. Department of Health, Education and Welfare.

NTID Certificate — Diploma — Associate Degree Programs

Prior to entrance into the Certificate-Diploma-Associate Degree programs, most students will require some experience in the Vestibule Programs, which serves to assist in the selection of a career objective and as a remedial experience to prepare them for the C-D-A programs. Once a student enters a C-D-A Program, the average time required to complete a Certificate Program is approximately 2 quarters, a Diploma Program 4 quarters and an associate Degree Program 7 quarters of education and training.

The curricula for the C-D-A Departments are as follows:

Business Technologies Dept.

1. A Certificate in Office Practice and Procedures.
2. A Certificate in Data Processing.
3. A Certificate in Accounting Technology.
4. A Diploma in Office Practice and Procedures.
5. A Diploma in Data Processing.
6. A Diploma in Accounting Technology.
7. An Associate in Applied Science in Office Practice and Procedures.
8. An Associate in Applied Science in Data Processing.
9. An Associate in Applied Science in Accounting Technology.

Mechanical-Electrical Technologies Dept.

1. A Certificate in Basic Technical Drafting.
2. A Diploma in Architectural Drafting.
3. A Diploma in Machine Tool Operation.
4. A Diploma in Mechanical Drafting.
5. A Diploma in Numerical Control Programming.
6. A Diploma in Electronics.
7. An Associate of Applied Science in Architectural Technology.
8. An Associate of Applied Science in Civil Technology.

NTID Technical Science Department

1. A Certificate for Histologic Technicians.
2. A Certificate for Physician's Office Technicians.
3. A Diploma for Hematology Assistants.
4. A Diploma for Microbiology Assistants.
5. A Diploma for Clinical Chemistry Assistants.
6. A Diploma for Medical Record Technicians.
7. An Associate of Applied Science for Medical Record Technicians.
8. An Associate of Applied Science for Medical Laboratory Technicians.

Visual Communication Technologies Department

1. A Diploma in Graphic Communications.
2. A Diploma in Interior and Window Display.
3. A Diploma in Textile Design.
4. A Certificate in Applied Photography.
5. A Diploma in Applied Photography.
6. An Associate of Applied Science in Applied Photography.

New Research Center to Tackle Communications Problems



ANNOUNCES CENTER — Dr. Robert Frisina (right), director of NTID, reveals plans for the Center for Communications Research at a press conference with director Robert A. Houde.

Architectural Club Links Scholarship, Social Goals

An Architectural Club has been formed by students at NTID.

The club, according to President Thomas Virnig (Little Falls, Minnesota), is open to all students in the architectural and interior design departments.

"It is professional as well as social in nature," Virnig said. "We hope to link the goals of scholarship and individual character growth. We hope to accomplish this through guest speakers from industry, showing technical movies, and visiting various industries and art museums."

Other officers are Forrest Brown (Springfield, Oregon), vice president; Tim Palmer (St. Ann, Missouri), secretary; and Dick Olson (Salem, Oregon), treasurer. Leroy L. Duning, an instructor in architectural drafting, is sponsoring the club which now boasts 27 members.

A new Center for Communications Research was established in Rochester, N. Y., to apply advanced technology to the communications problems of the deaf and blind.

The non-profit Center will make it possible for Rochester to maintain the technological expertise and capability which General Dynamics had started to direct toward peace-time communications prior to its recent Rochester electronics plant phase-out. The company's research department had worked voluntarily with the National Technical Institute for the Deaf on various projects since NTID came to Rochester Institute of Technology in 1968. The new Center will continue these programs.

Leaders from the Rochester academic community, led by Dr. Robert Frisina, director of NTID, and officials of General Dynamics, have cooperated in developing plans for the new Center and have jointly sought support from the Rochester community and from state and federal representatives.

Dr. Robert A. Houde, former manager of research and advanced technology at General Dynamics, will head the Center. Eight General Dynamics researchers, who are preeminent in their field, will join the Center on a full-time basis and initially contribute their services until funds become available. The Center will seek grants from the federal government and foundations to direct its capabilities toward communications problems of the deaf and blind.

General Dynamics is contributing equipment and will make space available in its Goodman Street plant for the start of operations. General Dynamics also has donated to the Center two proposals which the company has made to the government for research contracts. The contracts would involve development of a technique for automatically analyzing grammar in the preparation of computer aided instruction for the deaf and a study of syntax and semantics for automatic speech recognition.

At this time of shifting national priorities, Dr. Frisina said, this approach would serve as a model for many communities affected by the lack of defense and space business. General Dynamics is phasing out its Rochester electronics plant due to a lack of defense business.

"We appreciate General Dynamics' assistance," Dr. Frisina said. "This Center will preserve the nucleus of capabilities that can be expanded to seek solutions to the problems of the deaf and blind."

Congressman Frank Horton (U. S. Representative, 36th District of New York) said he has been in contact with federal officials to determine what grant assistance could be made available to the Center.

"I am hopeful that this new Center will encourage other efforts to utilize the exceptional capabilities that we have developed here in Rochester through the General Dynamics installation," the Congressman said.

"The establishment of this Center will, along with other community resources, contribute in advancing Rochester toward its becoming a national and international influence in matters pertaining to deafness," Dr. Frisina concluded.



CHECK EQUIPMENT — NTID students (from left) Ronald Borne, Susan Mozzer, and Jarlath Crowe check the skis they will use in the upcoming Deaf Winter Olympic Games.

NTID Skiers Ready for Winter Olympics

Three NTID students will be among the dozens of athletes weaving down the craggy mountains of Adelboden, Switzerland, Jan. 25 to Jan. 30 as part of the 1971 Deaf Winter Olympic Games.

But the three students insist that raising the money to make the trip has to have been more difficult than any competition they will face.

The three are Susan Mozzer of Manchester, Conn.; Jarlath Crowe of Northampton, Mass.; and Ronald Borne of Hanover, Mass. Each had to raise \$1,200 to finance his trip, which includes a tour of several European cities. They will leave Jan. 17 and return Feb. 7.

Susan, 19, who is a second year student majoring in busi-

ness, is entered in the cross country event. Susan helped her own financial cause by washing cars and selling doughnuts throughout the summer.

She combined with Crowe and Borne this fall in putting on a ski movie show to raise funds. The Rochester Ski Club became interested in the trio and held a raffle to aid the fund drive. Parents and interested friends also contributed to the effort.

"When you consider the goal, any work to make the trip possible is worthwhile," said the first Connecticut girl ever named to the deaf Olympic squad. "I guess it's only natural to dream of the glory and gold."

Although she has only been skiing for three years, the past two seasons she finished first in the Eastern Winter Ski Tournament for the Deaf.

Her brother, Richard, who is a junior at RIT and a hearing student, introduced her to the sport, despite their parents' concern about her getting hurt. "But when they saw how much I enjoyed it, they went along," she says.

Susan indicates she enjoys a challenge. Many people told her she wouldn't have much chance in competition.

"When it comes to sports I have tremendous desire to win," she grins, "and so I just made up my mind to prove them wrong. Now I know I have their support going into the deaf Olympics. But the challenge and competition will be greater than any of us has ever faced."

Crowe, 22, a sophomore science major, who is entered in the slalom and giant slalom, has been skiing for 15 years.

"He's both a fast and confident skier who feels he should win or place high," Susan remarks.

Borne, 22, who is a second year Vestibule student, is going as a substitute, but shrugs that off and says that the opportunity to go is something to be proud of.

"That's true for all of us," Susan concludes. "We want to do our best for the United States and as representatives from NTID."

Profile of Students Available

A research paper titled "Profile of Students Entering NTID in September of 1969" is now available through the division of research and training at the National Technical Institute for the Deaf.

The report, written by Dr. Gerard G. Walter, research associate, documents background information on students that includes communication skills, educational achievement, aptitude, and areas of interests.

"Documentation will be an on-going activity at NTID," Walter explained. "It is only through a full understanding of students that we can meet our educational challenge."

NTID students in the profile were the first admitted to an interim program in September 1968. Since that time, new programs and new support services have been added, and will continue to be added to meet a wide range of student needs and to expand their career opportunities.

"Parents, educators and counselors often ask about the characteristics of entering students," said Dr. E. Ross Stuckless, director of the division of research and training. "The information in this report may help interested persons get a feel for the students now in attendance and may assist in counseling future prospective students."

Theatre of Deaf Fascinating...



"Fascinating" and "Poetic" were a few of the terms used to describe the performance of the National Theater of the Deaf which was held here in October.

The company presented its program in two parts—the opener a series of brief playlets based on writings by children under the title of "Journeys." NTD then moved into what must be considered the most demanding play in its repertoire—Georg Buchner's classic "Woyzeck," a forerunner of the social dramas which came into vogue in the late 19th century.

In addition, NTD held two workshops that attracted both hearing and deaf actors from the greater Rochester area.

One critic called NTD "A troupe of players, faultlessly trained, nimble and poetic, and with hands that dance."





Deaf Learn From the Pros

Last year they worked for Kodak, General Dynamics and local hospitals. Today they're teaching the deaf.

They're among a growing group of highly trained technicians who are swinging from other fields onto the faculty of the National Technical Institute for the Deaf (NTID).

This year the institute began hiring non-teachers to teach those who long have been deaf, opening the way for skilled persons shifting or seeking jobs to join its staff.

A former senior research physicist for an oil company says his job at NTID is an example of the "hidden positions" that exist for many physicists who "are willing to look for them."

NTID doesn't intend to hire teachers to train the deaf for jobs in saturated fields. But the federally funded institute operates on the theory that the deaf need technically trained teachers as much as they need those whose specialty is teaching the deaf.

"We purposely sought people with strong professional skills who are also flexible," says Dr. James Speegle, assistant NTID dean who helped hire 17 new teachers and 6 other staffers this fall.

The new teachers will train the deaf to be paraprofessionals in fields related to their own and will teach fundamentals to deaf persons who plan to go on to RIT to study for professional careers.

New NTID personnel indicate they couldn't be happier with their second career.

"I'm in a new world. The deaf students are so appreciative of what you do for them," says Dominic J. Fantauzzo, who teaches electronics courses. He last worked for Eastman Kodak Co. but decided he wanted to deal more directly with people.

Robert N. Klafehn, who teaches drafting and surveying, says his "roots are in technical fields, with some high school teaching experience.

"Teaching special education is more individualized than in mass education," he says, referring to classes of 10 and individual tutoring at NTID.

There is no doubt, says Speegle, that the teachers are doing something never done before. Until NTID was established in 1966, with the cooperation of the U.S. Department of Health, Education and Welfare, there was no vocational education beyond high school for the deaf.

The choices were to attend one liberal arts college especially for the deaf or attend regular college and on-the-job training programs without the special tutors, interpreters and teachers at NTID.

Now NTID is looking for fields where trained deaf won't be refused by industry.

The biggest problem in teaching the deaf technical skills is their lack of technical training in secondary schools for the deaf.

Another problem, says Fantauzzo, is that "your class material must be as clear as possible" because of all the communication problems.

RIT teachers, as well as NTID teachers, now are teaching the deaf, but with the aid of interpreters.

"I find I am now more careful in developing lesson plans and more aware of the response of all my students," says assistant professor of mathematics Jack Tishkoff.

(*Editor's Note:* The preceding article was contributed by Kathy O'Toole, a reporter with the Democrat & Chronicle newspaper of Rochester, N.Y.)

Census to Provide Key to Many Goals

In January, 1971, people whose names are listed with the National Census of the Deaf will receive Census Forms. This Census is the key to many of the goals shared for the deaf population. It is important that deaf citizens be urged to complete the questionnaires and return them as soon as possible. Deaf persons and those who work with deaf people could aid the Census by becoming familiar with certain information relating to the Census operation.

1. Assistance in completing questionnaires is permissible. Some deaf people may have problems completing the questionnaire. Assisting these people in answering questions is acceptable. Receiving help in completing the Census Form will not change the information sought.

2. Every questionnaire received should be returned promptly. Some people may receive more than one Census Form. This can happen if the name is spelled differently, if the address is different, or if it is sent to a woman using her maiden name. If more than one questionnaire is received: (a) fill out one questionnaire completely, (b) write the correct name and address on the extra questionnaires and mark the duplicate box, and (c) return all questionnaires to the Census.

3. Some people with little or no hearing impairments will receive Census Forms. Publication and membership lists of organizations were used as a source of names and addresses of deaf people. As a result, some persons who are not deaf will receive Census Forms. It is important, both statistically and economically, that these people respond to the questions about their hearing. Statistically, the responses from those who are not deaf will aid in estimating the overall efficiency

of Census procedures, as well as providing information about affiliation patterns in the deaf community. Economically, a response to the first questionnaire saves the cost of mailing followup questionnaires.

4. The Census Form is being sent to some parents of deaf children. The Census is interested in learning about the hearing ability of a sample of parents of deaf children. Thus, if the form is addressed to the hearing parents of a deaf child, parents are to answer the questions for themselves, not for their deaf children.

5. If there is a question about the age when the hearing ability was lost, and the deaf person is not sure when he became deaf, it is vital that the answer indicate approximately when the hearing loss occurred. If this question is not answered, it will be difficult to determine if the person meets the requirement for being included in the Census.

6. The amount of hearing in each ear must be determined. If the person has the same hearing loss in both ears, this must be indicated for both the right and left ear. Without information about the hearing in each ear, it will not be possible to determine if the person is to be included in the Census.

7. The questionnaire should be answered by or for the person to whom it is addressed. If there are members of the family who are deaf and do not receive a Census Form, names of these persons should be given in the place on the form for this information. The Census Form is not designed to gather information about the hearing ability of more than one person on the same form.



MAKES HIS POINT—Chairman Ralph W. Tyler (left) listens as NTID Director Robert Frisina makes a point during recent National Advisory Group meetings.

National Educator Lauds NTID

"There are no blind alleys in programs in the National Technical Institute for the Deaf," said Dr. Ralph W. Tyler, director emeritus of the Center for Advanced Study in Behavioral Sciences (Think Tank) at Stanford University.

Dr. Tyler is also chairman of the National Advisory Group (NAG) for NTID which conferred here Oct. 29 and 30. NAG meets three times annually to review the progress of NTID and to provide advice and counsel.

"We were encouraged to see such a wide range of opportunities being presented to deaf young people," said Tyler, speaking for NAG. "With the recent expansion of curricula at NTID, it has opened up a wide range of occupational opportunities in technological fields like bio-medical technology."

Dr. Tyler also lauded the division of research and training, under the direction of Dr. E. Ross Stuckless, for continually developing new educational procedures, as well as cooperating with industry in developing devices to aid the deaf.

NTID is presently cooperating with Stromberg-Carlson in the use of the picture-telephone — Vistaphone. Dr. Tyler envisions an even closer working relationship between NTID and industry in the future.

"In my 48 years as a teacher and administrator, I have never seen better planning and staffing in any institution," said Tyler, a national educational consultant who also helped found and was president of the National Academy of Education. "Dr. Robert Frisina, director of NTID, is setting the tone for the entire program."

The National Advisory Group also learned of the strong working relationship between NTID and Rochester Institute of Technology, the home of NTID. Hearing students help strengthen that relationship by taking notes for deaf students in class and by providing some interpreting services in classroom and social settings.

"Obviously, NTID is an integral part of the total RIT community," Dr. Tyler pointed out. "And RIT has the background in technical education to help NTID reach its objectives".

Dr. Tyler indicated the major concern of the National Advisory Group is obtaining building funds from the federal government that will make NTID fully operational.

"We are impressed by the interest and effort of these deaf students to make the most of this educational opportunity," Dr. Tyler stated. "Now it is up to NAG to help eliminate final obstacles."

CONVENTION WRAP-UP—NTID student Ed Holder (left) of Elmhurst, Ill. takes members of the Professional Rehabilitation Workers With the Adult Deaf on tour of the NTID facilities at Rochester Institute of Technology. The visit to NTID was the wrap-up to a PRWAD convention October 11-14 in Rochester, N.Y.



Dean Reports On Congress

By DEAN WILLIAM E. CASTLE, Ph. D.

In August it was my privilege to represent the National Technical Institute for the Deaf at two international meetings, both held in Stockholm, Sweden. The first was a Symposium on Speech Communication Ability and Profound Deafness (August 12-14) and the second was the Third International Congress on Education of the Deaf (August 17-21).

The Symposium was sponsored by the Department of Speech Communication of Sweden's RIT (Royal Institute of Technology). Thirty-five separate papers were delivered and discussed at this meeting. They dealt with diagnosis of deafness, psycholinguistic factors of deafness, speechreading and cued speech and technical aids.

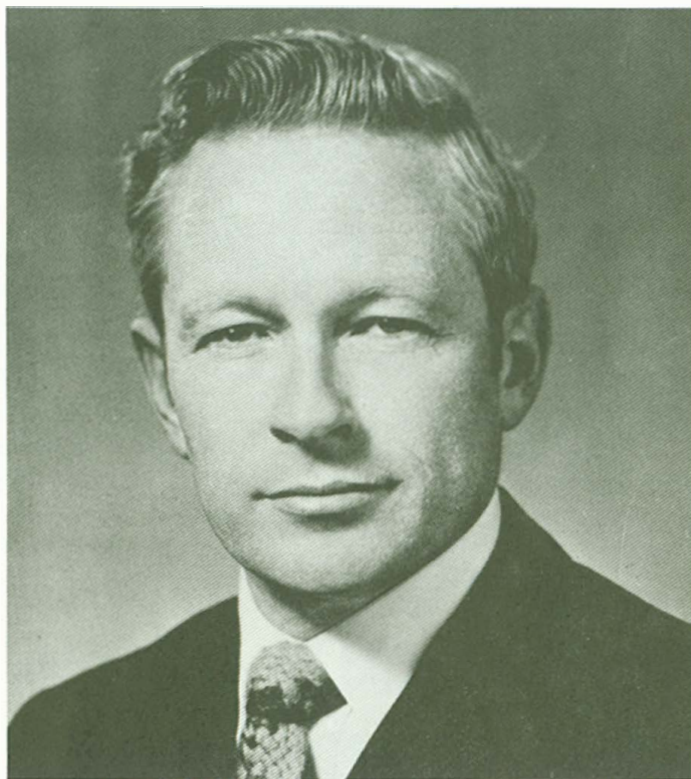
In the last 25 years much time, thought, and money have gone into technological developments for helping deaf children communicate more easily. However, the work presented at the Symposium suggested that there has been no significant technological breakthrough in the last few years. Equipment and procedures discussed were quite the same as those reviewed in a similar symposium held at Gallaudet College in 1967.

Some 1,300 persons were in attendance at the 3rd International Congress. Probably the largest contingent was from the United States (over 300), made possible by organized tours which had been arranged through the Alexander Graham Bell Association, the Conference of Executives and other agencies. Representation from the Scandinavian countries, England, Russia, Germany, and Japan was also goodly in number. A large number of deaf adults, primarily from the United States, were present too. Most speeches were presented in English, but official languages for the Congress also included German, French, and signs; and simultaneous translators were on hand for all modes of translation.

There was no official theme for the Congress, but one thesis stood out by virtue of its visibility in the early plenary sessions—that much more time and energy needs to be spent on early diagnosis and on the language and personality development of the deaf child in the first few years of life. This was the thesis of the official keynote address for the Congress by Dr. Richard Silverman, director of the Central Institute for the Deaf in St. Louis, Missouri. It was also the topic for the only plenary session of the Congress open to the entire membership.

The Congress was so structured that subsequent to the first day, separate panels devoted their attention simultaneously to three age groups: 0-6, 7-15, and 16 and over. Topics of interest included curriculum development, speech communication, vocational and technical education, governmental programs, mental health, and technical developments.

As one might expect, the manual/oral, residential/day, and integration/segregation controversies weaved their way through the deliberations; but none was limelighted to any degree. It was apparent that the United States continues to be regarded as the forerunner with regard to opportunities for the deaf, and especially for the involvement of deaf adults in important advisory and decision making committees or organizations that affect the education and rehabilitation of the deaf population. Offering bold contrast, papers presented by Arabic and African participants disclosed the multitude of problems encountered in implementing meaningful programs for the deaf in the underdeveloped countries of the world because of lack of resources.



WILLIAM E. CASTLE

The paper developed by Dr. Robert Frisina, director of NTID, entitled "Language and Personality Development of the Deaf Child," was well received by the Congress. It emphasized the great task which is before us in getting deaf children prepared for living in a complex, technologically advancing world. One of my responsibilities to the Congress was to deliver this paper in Dr. Frisina's absence. In addition, I had personally been invited to keynote the work of a panel on continued education and, therefore, delivered a second paper entitled, "The National Technical Institute for the Deaf: A Potential Resource for Continuing Education." There was considerable spontaneous inquiry about the programs at NTID, and I was pleased to be there to help answer the questions.

The next International Congress has been tentatively scheduled for Japan in 1975.

Basic Sign Language Course Draws Community Support

A basic course in sign language and finger spelling began an extensive program in the Free University at Rochester Institute of Technology.

"More than 100 people, many from the Greater Rochester community, have responded and are taking the course," said Richard C. Nowell, NTID instructor.

An independent group of eight RIT students have formed the Free University concept. Under the direction of Richard Ertz, a senior business administration major, and Meredith Gould, a sophomore art and design major, RIT faculty members have been solicited to teach subjects.

"For many faculty members this is an opportunity to teach special interest subjects that are not possible to teach under their normal schedules," Ertz added. "And for the student, it is a great opportunity to learn. As a college of business student, it is impossible for me to take a course in an area like photography. But this is now possible with the Free University."

Courses in yoga and astrology are planned along with lectures on topics such as pollution and crime.

Doorbell Rings 'Bright'

When the doorbell "rings" at Mr. and Mrs. Michael Jones' apartment on Community Manor Drive, Rochester, N. Y., you don't hear a sound.

Instead, a bright, white light flashes on in their apartment. Mrs. Jones is deaf, and that signals her that someone is at the door.

The Joneses and Mr. and Mrs. William Davidson, who live in RIT student housing, are members of the growing community of young people in this area who attend the National Technical Institute for the Deaf and are succeeding despite their handicap.

Mrs. Jones is 21, in her third year of study for a degree in architectural technology, and a native New Yorker. Her husband is a native of New Mexico and works as a tutor and interpreter at the school. He is not deaf.

"We met in her physical science class," he recalls, but they didn't start dating for three months.

They were married Sept. 12 and flew to Miami for their honeymoon. "Right away, we found out that although we're an unusual couple it can be a surprisingly good deal," Jones laughs.

While shopping for souvenirs in Miami, the couple discussed in sign language what they'd buy. "The shopkeeper immediately assumed we were both deaf," Jones recalls.

"Even though I answered him clearly, I guess he just assumed I could talk but not hear. So he sold us two statues at half-price, despite my protestations."

Mr. and Mrs. Davidson are deaf, but their daughter, Laura, 3-1/2, has normal hearing. Although they agree that raising a hearing child could be difficult for a deaf couple, they say they don't expect any insoluble problems.

They have installed a light in their apartment that's triggered by sound waves, so if Laura cries or calls out in the night, they will "hear" her.

She has been learning sign language since she was a baby, and can converse with her parents verbally or with sign language. Both parents read lips easily.

Davidson will be the Institute's first deaf graduate in printing management when he finishes school this year. "We haven't done anything special for Laura," he says. "She has many hearing playmates and has learned to talk from them."

Mrs. Davidson works as a keypunch operator at Rochester Gas & Electric Corp., to earn funds to help her husband through school. So Laura spends her days with a hearing babysitter, the wife of another RIT student, and other hearing children.

The Davidsons met while both were students at Gallaudet College in Washington, D. C. They're natives of Seattle, and hope to go back to the West Coast, "but I guess we'll go where Bill gets the best job offer," Mrs. Davidson laughs.

Holding down a job and being wife and mother, are hard work, "but I'm helping Bill succeed and that makes it worthwhile," she says.

Both wives admit their husbands don't pamper them. When asked if their husbands help out with housework, Mrs. Davidson just laughed and Mrs. Jones said, "Sometimes—but not much."

As soon as Davidson graduates and is working—in production management or quality control—Mrs. Davidson plans to quit work and stay home with Laurie.

Mrs. Jones plans to "work for a little while, until we settle down."

When they talk about deafness, the couples are quick to point out that they want to live normal lives, and feel the handicap is only a handicap if the deaf person makes it one for himself.

They enjoy lively social lives, but say it's easier to socialize on a one-to-one basis than in a crowd.

(Editor's Note: The preceding article was contributed by Linda Hansen, a reporter with the Times Union newspaper of Rochester, N. Y.)



FAMILY AFFAIR — Mr. and Mrs. William Davidson pose with their daughter Laura, 3-1/2. Bill is a senior in printing management.



NEWLYWEDS — NTID staff member Michael Jones recently married student Jeannie Kafitin of New York City.

'Operation Turkey' Terminates Possible Famine on Campus

It was officially called "Operation Turkey." But Paul Peterson, coordinator of co-curricular education for NTID, laughingly called it "Operation Gobble Gobble."

Deaf students who simply couldn't get home and back for the Thanksgiving holiday, called it "great."

"Operation Turkey" occurred at Rochester Institute of Technology, the home of NTID, because the food service on campus was closed the entire day on Thanksgiving.

"It set up what could have been a famine-like situation on campus," Peterson said. "So we put together a list of 40 students who had no place to go that day. We circulated the list to NTID and general RIT faculty and a story ran in one Rochester newspaper.

"The response was tremendous," Peterson added. "There were 19 offers from families not connected in any way with the college. And all of the students on the list had invitations."

Twins Richard and Robert Olson (Salem, Oregon) were invited by Mr. and Mrs. John Wilson of Fairport, N.Y. The Wilsons have deaf twin sons who attend the Rochester School for the Deaf.

"The greater Rochester community and college staff accepted this Thanksgiving challenge with the same warmth that they exhibit toward the entire educational program here," Peterson concluded.

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QUEEN COMMUNICATES — Rochester Institute of Technology Homecoming Queen Barbara Kowalczyk uses sign language to communicate with her escort, NTID student Jerry

York of Tucson, Arizona. Miss Kowalczyk is one of 17 hearing RIT students who serve as interpreters for their deaf peers.