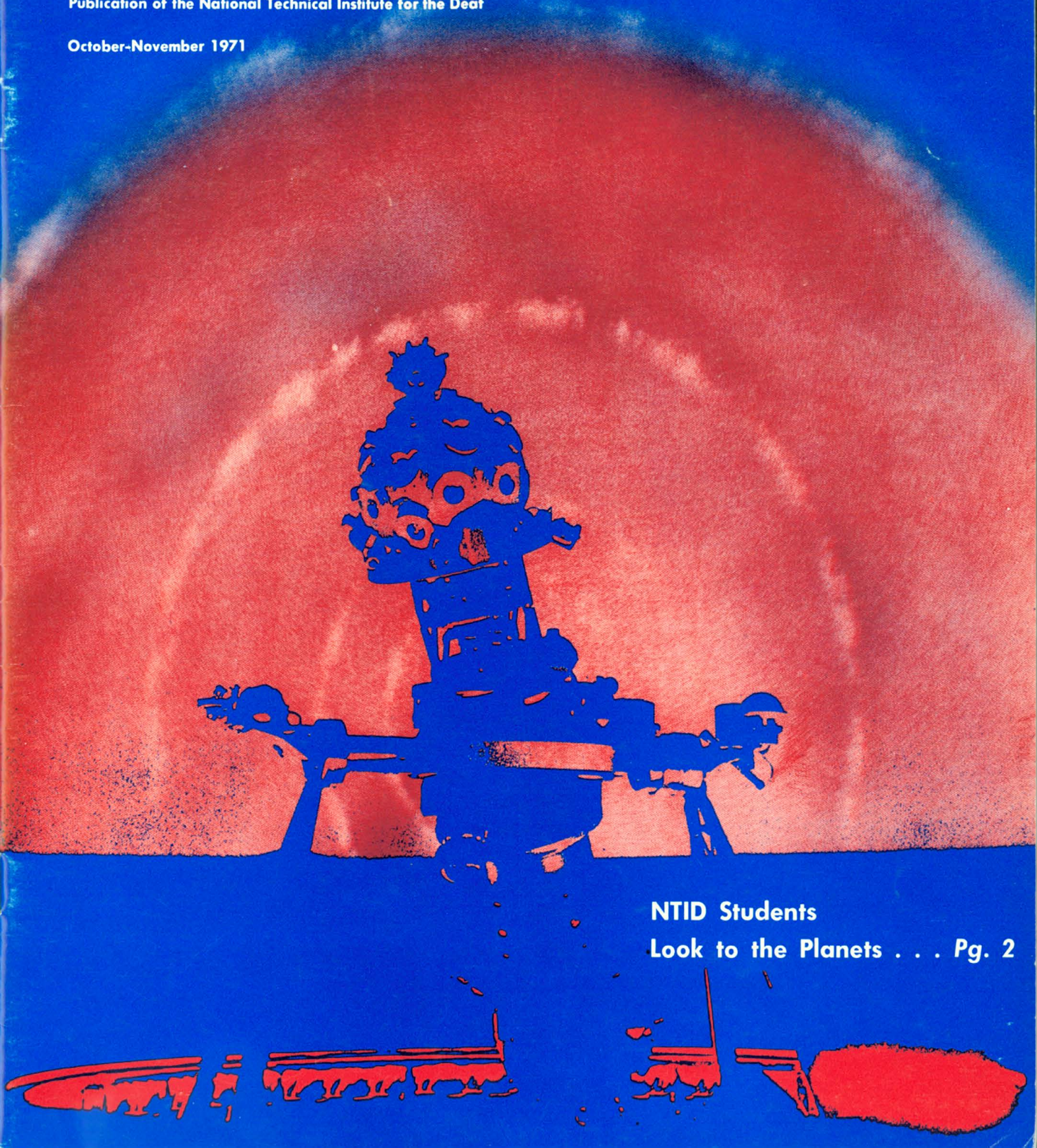


ntid focus

Publication of the National Technical Institute for the Deaf

October-November 1971



NTID Students
Look to the Planets . . . Pg. 2

NTID Students Look to the Planets...

By NANCY ANDERSON

Public Information Assistant

A plaque in the library of the Strasenburgh Planetarium of the Rochester Museum and Science Center commends the planetarium for its social achievements with the handicapped.

"... when planning your new facilities, you have done a great deal in helping the handicapped to participate in society."

The commendation was given by the Organization for Accessible Buildings, Inc., a local Rochester organization, but the planetarium's contribution goes far beyond the accessibility of the domed structure.

Jerry DeGraff, Strasenburgh Planetarium instructor in charge of education, points out that the total museum and science complex has maintained a level in serving the handicapped that few other cultural or educational centers have.

It began more than a year ago when the center installed Braille signs in its herb garden in order to enable the blind to identify the various plants growing there. The first step in aiding the deaf also was taken more than a year ago when the planetarium presented a star show with interpreters for the deaf. It wasn't very successful, says DeGraff, because of poor lighting and problems which stemmed from a vocabulary gap involving technical space and astronomy terms. But the planetarium didn't give up, nor did Fred Hamil, chairman of the NTID Science Department, who was coordinating the effort with representatives of the planetarium.

"We felt that it was too worthwhile a project, both educationally and socially, to give up," says Hamil. "The students expressed interest in seeing the star shows and we wanted to make sure they were understanding what they saw."

The second attempt was breaking the hour-long show into four parts, with explanations and questions between each section. Fifteen minutes of interpreting was used during the breaks to inform the students of what they would see in the next part. That was reasonably successful, but lacked continuity.

A third measure was taken when the planetarium offered to release the scripts for the show beforehand so that the students could be familiar with the presentation before they actually saw it. Before the show began, someone lectured and after the show there was a discus-

sion period. That also seemed confusing to the NTID students and the members of the deaf community who were invited to the special showings.

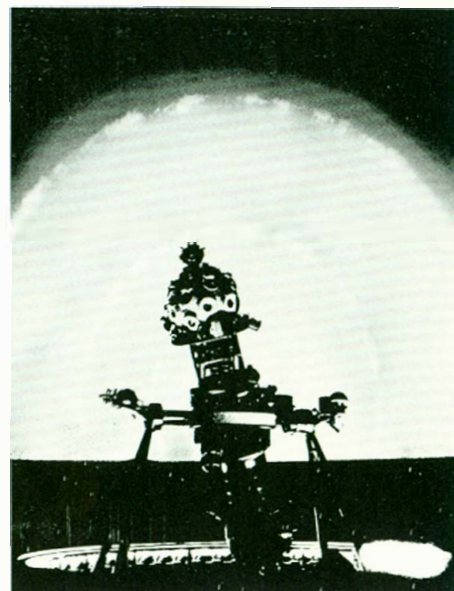
It was DeGraff who suggested the final method of captioning the slides which appear on the planetarium dome. Two shows have been presented thus far in this manner, and it has proved to be the most successful of any method used.

"It takes many hours of working with Fred Hamil and his staff," says DeGraff, "but we finally have what we think is a good show."

The captions are flashed in the center of the dome so that the deaf don't have to look around the total spectrum of the dome to find an explanation of the visuals at which they are looking. The two captioned shows have met with success with the students who say they can understand most of what is presented to them through the captioning. What they don't understand they discuss with DeGraff after the show in a question and answer period.

"We hope to be able to continue this in all our future programs," says DeGraff. "With the help of NTID, we are continuing to get more ideas about doing shows for the deaf which will be more informative and educational."

Eventually the programs will be adapted for use in the planetarium's educational division for students from the Rochester School for the Deaf and the total Rochester deaf community.



COVER PHOTO — The photomechanical technique used for the cover of the NTID FOCUS combines a photograph of the planetarium dome showing a portion of the universe with a superimposed line technique photo of the Zeiss projector. The projector was created for the Strasenburgh Planetarium by a West German company and has 29,000 separate parts. Combined with several hundred other computerized special effects projectors, the Zeiss can recreate an idealized sky for any time or location.

"The Planetarium staff is very happy that we've been able to do this for the deaf," says DeGraff. "But there is no question that we couldn't have done it as effectively without the help of the staff at NTID."

Zieziula Assumes New Position



FRANK ZIEZIULA

Frank R. Zieziula has been appointed coordinator of the Department of Social and Cultural Development at the National Technical Institute for the Deaf. He replaces Paul C. Peterson who has assumed a Fellowship at Syracuse University.

Zieziula is a graduate of St. John Fisher College (B.A.) and the State University of New York at Albany (M.S.). He joined the staff of NTID in 1969 as a specialist in co-curricular activity.

He is a member of the National Association of Student Personnel administrators, the Registry of Interpreters for the Deaf, the conference of American Instructors of the Deaf and the Henrietta (N. Y.) Kiwanis.

Zieziula and his wife Gloria live at 114 Crittenden Way, Henrietta, N. Y.

NTID Graduate Proud of IRS Job

William Ingraham breaks into a big grin when he talks about his new job. Bill, who is deaf, is proud of himself. He has a position that pays better than five figures per year, job satisfaction and the potential for upward mobility.

Ingraham, 23, a National Technical Institute for the Deaf student who was cross-registered into Rochester Institute of Technology's College of Business, graduated in June and was immediately hired by the Rochester Office of the Internal Revenue Service.

"When he first came to us I was a little doubtful that he could fit into the job," confessed Patrick F. Kreckel, field audit group supervisor for the Rochester Office of IRS. "Auditing is only one phase of the job. When you're finished with an audit you have to sit down in conference with a client and present the government's position in the case. Most people are cooperative, but what about the ones who would give Bill a hard time? Could he handle that?"

Bill, on the other hand, had several things going for him. First, his accounting marks in school were excellent. His contact with the public would be helped by the fact that he has good speech and some hearing. And then there was College of Business professor Bill Gasser. Gasser himself overcame hearing and speech problems to rise to the position of partner in the Rochester accounting firm of Haskins and Sells.

"I knew what Bill Gasser had accomplished so we decided to give Bill Ingraham the opportunity to prove himself," Kreckel added.

Ingraham began with the Internal Revenue Service while still going to college. It was part of his cooperative work experience where a student spends part of his education working in industry. Bill was sent with agents on cases and quickly proved that he had good accounting skills and could follow instructions. He even had the opportunity to work with two taxpayers, both of whom were deaf. At that point IRS was happy to have him on hand.

So when it came time to graduate, the son of Mr. and Mrs. Norman W. Ingraham, 254 Fair Oaks Ave., Rochester, N. Y., knew he would apply to IRS for full-time employment.

Kreckel reached to his files to show his recommendation that Bill Ingraham had an excellent grasp of the job and



CHECK AUDIT — Patrick F. Kreckel (right), field audit group supervisor for the Rochester Office of the Internal Revenue Service, checks an audit with NTID graduate Bill Ingraham.

should be considered for full-time employment.

"There's nothing shy about this boy," Kreckel said with a big grin. "Even when he was only with us for two months as a student he asked for a raise."

As a new agent, Bill spent seven weeks last summer at a school in Hofstra, N. Y. with other new employees. It was an opportunity to review basic income tax laws. The Brockport (N. Y.) High School graduate ('66) has become an integral part of the staff and now works in the Audit Division with "walk-in" tax cases.

"My association with hearing people has helped me adjust quickly to my job," Bill pointed out. To develop better social competency, Bill encourages NTID students to associate as much as possible with hearing RIT students. "When you begin work you soon find out that you're usually only with hearing people."

Kreckel feels that Bill's next big step is building his personal confidence. Although Bill is now working with small

tax cases, he does have the potential to move up to small business tax cases and then to work with corporations. By that time he would be dealing with corporate executives, lawyers and tax consultants. He would have to be prepared to defend the government's position.

Still, Bill doesn't seem awed by the prospects that lie ahead. Kreckel is obviously working to build up Bill's confidence and seems ready to give the NTID graduate every opportunity to succeed.

"He's just one of the gang," Kreckel said, seeming to want to remain impartial. "I feel the same about all of my boys. My job is to prepare them for advancement. As for Bill, he seems to have the personality and skills to set his own goals."

Bill can only smile at Kreckel's statements. He is relaxed and gaining more confidence every day. He now knows he has the responsibility to "cut the mustard."

Summer Program Helps Ease Transition for New Students

College life is both unique and exciting for incoming first year students, whether they're hearing or deaf. The National Technical Institute for the Deaf has established a program, which recently completed its second year, to help deaf students successfully make the transition from high school to the post-secondary level.

The eight-week Summer Vestibule Evaluative Program began on June 28 when 81 newly enrolled NTID students arrived on the college campus of Rochester (N. Y.) Institute of Technology,

the sponsoring institution for NTID.

"From NTID's standpoint, one reason we have the program is for departments to evaluate the needs and interests of the new students," says William T. Darnell, director of Student Planning and Evaluation. "For the students, it is important that they receive an understanding of the programs that are available so they are able to choose intelligently their course of study while attending NTID."

Other important segments of the summer program are the experiences in

dormitory living and student government. For many students it is the first such experience.

After a general orientation to RIT and NTID, evaluative testing was completed which included measures of scholastic achievement, interest, aptitudes, and communication skills.

Some of the results of the tests were forwarded to counselors who use the information for guidance. The testing, done by NTID's Division of Research and Training and the Vestibule staff, measured the job aptitudes of students, their academic achievement and their vocational interests. These results also were made available to the counselors. A second Research and Training study, which will be used by that department, was aimed at finding out what area a student fit into based on the characteristics of other students previously enrolled in various NTID and RIT programs.

During the third week the students received an introduction to general career sampling. The sampling included art, business technologies, science, engineering technologies, photography, printing and technical sciences.

Integrated with the entire summer students began intensive sampling. During the morning they took Vestibule courses and in the afternoon they concentrated in an area of specific interest.

Intergrated with the entire summer program, students developed their governments, and met with counselors for guidance and "rap sessions."

(Continued on Page 5)



OFFICIAL START — The first day of the Summer Vestibule Evaluative Program found the students (top photo), checking in and getting their room assignments (bottom left photo) using the assistance of interpreters to find their way around and (bottom right photo) moving into the dormitories.



Summer Program

(Continued from Page 4)

ACADEMIC SIDE — Sherwin Turkin (top photo) of South Euclid, Ohio learned to operate various printing machines during the intensive sampling program. Carmel Sciandrata (middle photo) of Buffalo, N.Y. made a point to the other students during a group counseling session and (bottom photo) Alan Price, coordinator of student planning at NTID, took a lunch break to discuss the summer program with new students.

On the last day of the summer sampling, each of the 78 students who finished the program indicated an area he or she would tentatively like to pursue as a career study at NTID.

This, says Darnell, was a major goal of the program since "deaf students are less apt to have a career in mind when they begin postsecondary education than are students entering RIT."

Unique in this summer's program was the fact that the students did not have regular English classes. Instead, members of the NTID English Department faculty attended classes in the technical areas in order to determine the nature of the language requirements for each major.

"This was very successful," says Darnell, "and proved to be a good indication of the off-shoots which can come out of the summer program."

"This year we tried not only to get the subject matter across, but also give the students more information on how their career choice could lead to a job and what working conditions to expect within different areas."

Another first in the program was the computerization of a student profile based on his achievement, aptitude, attitude and communication skills. This will also be used to guide the student into the best program for him now that the actual school year is underway.

The total program will not be fully evaluated until November when all data have been completed and students have finished their registration.

"No student will be locked into any program," says Alan Price, coordinator of student planning. "They have now identified their areas of interest, but each quarter we will discuss the student and his progress and help him revise his program as necessary. But for now, these students have taken a first big jump in a career choice."

The results of the general sampling and of students' interest indicated a high correlation between the intensive sampling and the areas most students have said they would register in this fall" Price adds.

There is no question, agree Darnell and Price, that the summer program is beneficial for students and the NTID and RIT faculty.

"The work we have done in the Summer Vestibule Evaluative Program will help lead to employment and job satisfaction for our students," says Darnell.

Live-in Aids Communication

(The following article was contributed by Kathy O'Toole, reporter for the Democrat and Chronicle newspaper of Rochester, N. Y. and appeared in the July 25 issue of that newspaper.)

Students are rooming with their teachers in Rochester Institute of Technology dormitories this summer in an experimental project.

If students and teachers agree it is successful, there may be more faculty members "living-in" for days and weeks at a time throughout the year.

The students are first year students in the National Technical Institute for the Deaf, located at RIT. Most of the teachers are new at teaching the deaf and say they need to improve their relationships with deaf students.

Bernard Smith, for example, came to NTID in June and is taking his first sign language course. He is 59 and has been an accountant until now.

"Manual communication with students isn't an easy thing at my age. The added exposure should help me learn to talk with my students better," he said.

James DeCaro, a 23-year-old civil en-

gineer, began teaching at NTID in February. He wears jeans, tee-shirts and beads like many of his students and now has the opportunity to "stay up until 2 o'clock in the morning just talking about social things."

"We're just trying to let these students know college doesn't need to be a cold, impersonal place that feeds you information . . ." he said.

"You can pick up the slang sign language you never learn in regular sign language classes," said James Jenson, a new instructor in architecture. He is staying in the dormitories for eight weeks while he hunts for a house.

Dr. James W. Andruess generally is not always liked by the deaf students, he says, because he gives them hearing tests.

"They've been tested to date, and they already know they're deaf, so they don't always like audiologists like me," Andruess said. "But I'm finding when I get to know them personally I can help them. I can advise them on where to get hearing aids repaired, for example. Sometimes I can even fix them myself."

Students in the dormitory have the chance to share their yearbooks and their

past with teachers and to garner advice on occupational programs, said Dr. Ross Stuckless, who directs research and training for NTID.

"They ask you about your past, too, and suddenly they see you as more human," said Kenneth Nash, coordinator of professional training. "I don't think it subtracts at all from the respect you get in the classroom."

The NTID experiment will last through Aug. 28 with about 25 of the 150 staff members participating. The students they live with are taking an eight-week orientation session that includes preparation for the "free social environment of college," Stuckless said.

"They need a head start on hearing students because many have gone to structure residential schools for the deaf until now," he said.

He said NTID dormitories under construction will have living accommodations for interns and professional staff members.

"There's nothing to say hearing students couldn't benefit from this too," Nash said. If it works well, RIT students and staff may become temporary roommates, too, he said.

Students Establish Government

Take 81 new students, put them into a college dorm situation and give them three basic rules: 11 p.m. curfew, no visitations in the dorm by members of the opposite sex and no alcohol in the rooms.

Chances are the students will want to change those rules, and the National Technical Institute for the Deaf decided for the past two summers to let the Summer Vestibule Evaluative Program be the vehicle for student change.

The 81 students lived in six "houses"; each house had a student interpreter who acted as the student government advisor. The first step in the government process was for each house to elect a slate of officers: president, treasurer, judicial court representative and social and athletic chairman. The students had meetings to decide how they wanted to change the rules that they had to maintain for the first two weeks of the summer session.

"The whole idea was to let the NTID students find out what the Rochester Institute of Technology students went through for the first three years on the

new campus in order to establish the rules that govern them now," says Frank Zieziula, coordinator for the Department of Social and Cultural Development, the NTID department which administered the student government experience.

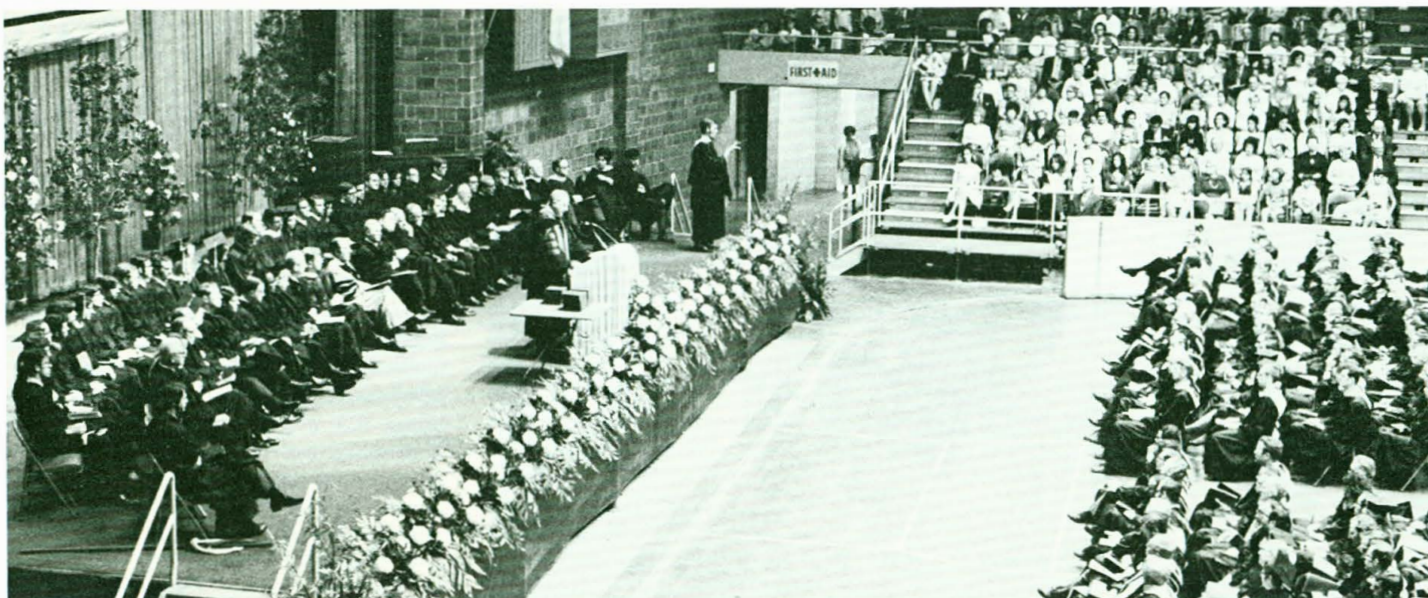
"We also wanted to prepare them for the student government function in dorm living and to make them aware of the rules and regulations set for them by RIT," he says.

After the first two weeks of the program, the students wrote proposals on changing the rules. For each intended change, the proposal had to specify what they wanted to change, why they wanted to change the rule, and how they would enforce the change. Each proposal was turned into the Department of Social and Cultural Development where it was evaluated and then either accepted or rejected. The reasons for rejection were based on a number of things from poor grammar to lack of feasible enforcement. Any rule that was changed became permanent in the house that proposed the change.

The houses moved at different rates in changing their rules, says Zieziula, but by the end of the NTID six-week summer program all the houses were adhering to the same rules that govern (students) during the school year. The same rules govern all RIT and NTID students.

Any infractions of the summer rules were handled by the judicial court consisting of each house's judicial court representative. Eight cases came before the court during the summer. They were judged and punishment was levied, usually in the form of work hours or room restriction. A student interpreter sat in on the courts in an advisory capacity.

"The entire program was successful," says Zieziula. "We received letters from most of the houses saying that it was a worthwhile experience for them. Now the students should be prepared to cope with dorm living and the student government process during their college careers."



1st Entering Student Among Graduates

The first student accepted for entrance to the National Technical Institute for the Deaf was among 54 deaf students from NTID who participated in commencement exercises of the Rochester (N. Y.) Institute of Technology on June 5.

The 54 students, representing 16 states, made up the largest class to receive certificate, diploma or associate degrees from NTID or degrees from one of the colleges within Rochester Institute of Technology, the home of NTID. Many NTID students will continue study for more advanced degrees.

N. William Ingraham, 254 Fair Oaks Ave., Brighton, N. Y., received a Bachelor of Science degree from RIT's College of Business. Ingraham was the first student officially accepted at NTID. He was among the original 70 students who entered the National Institute in September 1968, and had a cumulative grade point average of 3.1 for his academic career. He is employed as a revenue agent for the Internal Revenue Service in Rochester. He worked as a co-op student with IRS while attending NTID.

The other graduates who were enrolled in colleges within RIT are:

College of Business

Patricia Tiffany, A.A.S., 29 Norwich St., Pleasant Ridge, Mich.

Kevin J. Nolan, B.S., 37 Ashton Road, Attleboro, Mass.

College of Art and Design

Joanne L. Fortune, A.A.S., 140 Lower Beverly Hills, W. Springfield, Mass.

Daniel N. Isaacs, A.A.S., 2583 Fenwick Road, Cleveland, Ohio

Valerie A. Lee, A.A.S., 1499 Wood Ave., Glenshaw, Pa.

Patricia E. Vogel, A.A.S., 31-25 49th St., Woodside, N. Y.

Guy C. Wonder, III, A.A.S., 2020 N. E. 49th St., Vancouver, Washington

John C. Roberts, M.S.T., RFD, Rochester, Vermont

A BIG DAY — U.S. Commissioner of Education Sidney P. Marland Jr. was speaker at Rochester Institute of Technology commencement exercises in June. Fifty-four NTID students were cited for completing courses of study.

College of Graphic Arts and Photography

School of Printing

Terry G. DeBoer, A.A.S., 1920 S. Cuyler Ave., Berwyn, Ill.

Bernard E. Horwitz, B.S., 6522 Meadowlark Drive, Indianapolis, Ind.

School of Photography

Edward L. Holder, A.A.S., 474 Addison Ave., Elmhurst, Ill.

James E. Stahl, III, A.A.S., 6100 N. Hoyne Ave., Chicago, Ill.

College of Engineering

Thomas T. Christman, A.A.S., 5536 Diversey Blvd. No., Milwaukee, Wis.

Paul F. Jakins, A.A.S., 13 Keyes St., Quincy, Mass.

Donald L. Nelms, Jr., A.A.S., 165 Gallagherville Road, Downingtown, Pa.

Gerald A. Nelson, A.A.S., Rt. 1, Cushing, Minn.

Robert B. Procter, A.A.S., 55 Colony Manor Drive, Rochester, N. Y.

James P. Montgomery, Jr., B.S., 813 Vanderbilt Ave., Niagara Falls, N. Y.

College of Science

David S. Birnbaum, A.A.S., 67-60 211 St., Bayside, N. Y.

Alfred Manfredonio, A.A.S., 1451 74th St., Brooklyn, N. Y.

Edward M. Schwartz, A.A.S., 41-30 46th St., Long Island City, N. Y.

Students graduating from NTID's Business Technologies Department are:

Certificate

Charles I. Bearman, 632 Warburton Ave., Yonkers, N. Y.

Victoria R. Graffius, 3123 Corrine Drive W., Phoenix, Arizona

(Continued on Page 16)



HONORS AND REWARDS — Members of the NTID Drama Club gathered on stage following the announcement of honors during the club's First Annual Golden Awards Night dinner and presentation.

Golden Awards Highlights Activities Of Drama Club

The event had all the "pizzaz" of a Hollywood spectacular. And everyone was a winner for having attended the First Annual Golden Awards Night of the NTID Drama Club.

But Tom Orscher of New York, N. Y., and Pauline Spanbauer of Decatur, Ill., were given special recognition as "Best Actor" and "Best Actress" during the festivities that included songs and skits in addition to awards.

Patty Vogel of Woodside, N. Y., and Charles Jones of St. Louis, Mo., were cited as "Best Comedy Actress" and "Best Comedy Actor". Honored in supporting comedy roles were Jeannie Jones of Rochester, N. Y., and Charles Reisinger of Oil City, Pa. Supporting awards in acting were presented to Jorjan Neri of St. Charles, Ill., and Sonny Hottle of Mulvane, Kan.

Theresa Szupica of Milwaukee, Wis., was cited as "Best Sign-Mime Actress" and was backed up by Donna Gustina, a graduate student from Corning, N. Y. Fred Gravatt of Anaheim, Cal., was named "Best Sign-Mime Actor" and Steve Schultz of Brighton, N. Y., was honored for supporting roles.

Jean Worth, a Rochester Institute of Technology student from Penn Yan, N. Y., who serves as a student interpreter, was named "Best Female Newcomer", while Phil Rubin of Chicago, Ill., was the male counterpart.

"Although I don't sign like the deaf, I feel with the deaf," said Miss Worth in accepting her award.



THE WINNERS — Pauline Spanbauer of Decatur, Ill., and Tom Orscher of New York, N.Y. were named "Best Actress" and "Best Actor" during the NTID Drama Club's Golden Awards Night.

Directing honors went to Chuck Baird of Overland Park, Kan. as "Best Director of a One Act Play" and to Jody Blank of Flushing, N. Y., as the "Best Director of a Skit".

Joanne Fortune of W. Springfield,

Mass. received special recognition in the "Outstanding Stage Service Award" and Kevin Nolan of Attleboro, Mass. was honored with the "Outstanding Service Award" for his efforts on behalf of the NTID Drama Club.

Institute Recognizes Academic Excellence

Two awards for scholarship excellence were presented by Dean William E. Castle at the Second Annual NTID Student Buffet Night in May.

Irene Pogorzelski of Berwyn, Ill., a second year student, maintained a 3.9 grade point average in NTID's Business Technologies program. Freshman Timothy Whitcher of Tonawanda, N. Y. was cited for maintaining a 4.0 grade point average for the last two quarters in the College of Engineering where he is cross-registered. NTID is located on the RIT campus and deaf students may enter NTID programs or one of the six other colleges within RIT.

Linda M. Kessler of Westfield, N. J. and Charles Jones of St. Louis, Mo. were named Miss and Mr. NTID through balloting of NTID students. They were chosen because of their contributions to NTID and popularity among fellow students.

Miss Kessler, a business technology student, is the newly elected secretary of the NTID Drama Club. She also is past editor and originator of the student newspaper, "The View". Jones, a business student, is a member of the Drama Club and served as executive secretary last year. He received the "Best Comedy Actor" award during the First Annual Golden Awards Night and attended the summer school session of the National Theatre of the Deaf in Waterford, Conn.

Three students shared "Athlete of the Year" honors. They were Robert Backofen of North Coventry, Conn., who was cited for his performance with the RIT cross country team; Ronald Trumble of South Jacksonville, Fla. in swimming; and Anthony Spiecker, a track star from Miami, Fla.

Backofen helped RIT finish with a 13-3 record as he managed second and fourth place finishes. This fall he will be the first deaf athlete to serve as a captain of an RIT inter-collegiate team. He also runs distance races in track and rates 30th on RIT's all-time track scoring list.

Spiecker, a first year student, helped pace RIT's track team to a 13-0 record and the New York State Collegiate Championship as he registered 131 points for the season. He was undefeated in 12 meets in the 220 yard dash and won 10 of 12 440 yard races. A late season injury hurt Spiecker in post-season competition.

Trumble helped direct RIT's swimming team to a 16-0 record. The first year star managed 19 first place finishes in 16 meets and set RIT records in the 200 yard individual medley (2:11.2) and 200 yard breaststroke (2:29.1). He produced two third place finishes and one fifth in the Upstate New York Swimming Championships.



PROVIDES EXAMPLE — NTID students receive a challenge from Donald Pettingill, coordinator of off-campus study at the Model Secondary School for the Deaf.

Technical Students Receive Challenge

Which is better, a technical education or a liberal arts education?

Donald Pettingill, coordinator of off-campus study at the Model Secondary School for the Deaf, insisted that it is up to students to decide the answer to that question.

"If you are loyal to the National Technical Institute for the Deaf and to yourself, get A's and prove that technical education is better than liberal arts," said Pettingill, who was the featured speaker in May at the Second Annual NTID Student Buffet Night.

A second speaker, Frank R. Turk, national director of the Junior National Association of the Deaf, told NTID students about the Junior NAD and its influence on the nation's deaf youth. Turk stressed the importance of the exposure of deaf young people to adults.

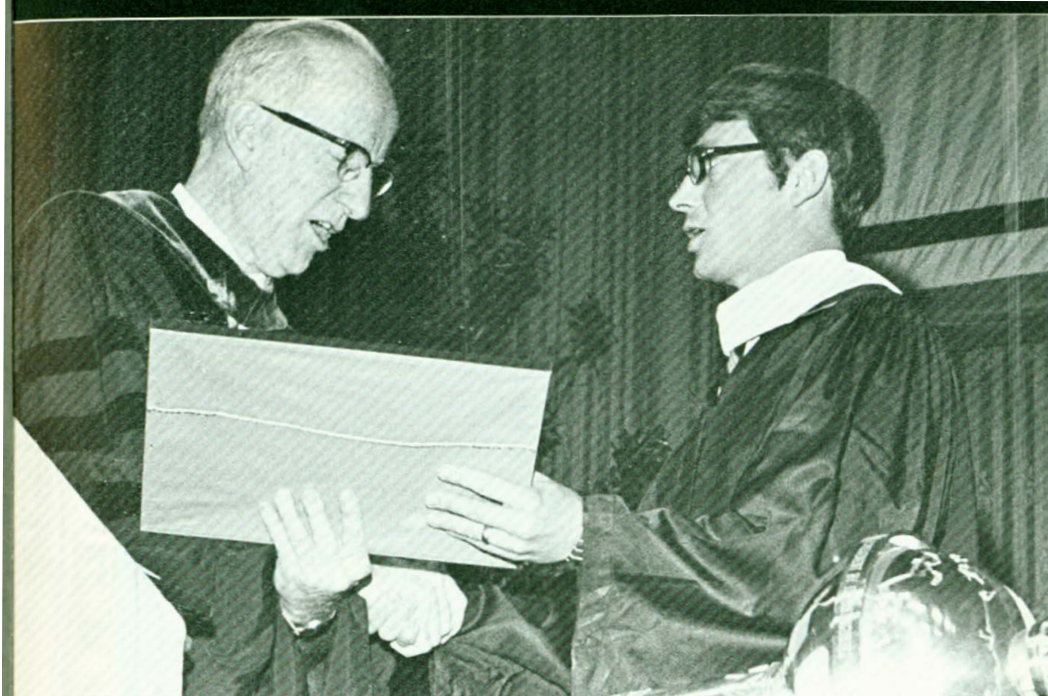
Pettingill echoed Turk's speech. "Technical education can improve the lot of deaf people," he added. "But the main problem with deaf people is their own attitude toward their handicap. When they apply for a job they have negative attitudes. Deaf people need more self-confidence.

"Learn to be excellent architects, draftsmen, machinists and technicians. Don't goof off for four years. And when you are trained and in industry, speak out for what you believe.

"Never apologize for your deafness. Break the chains of deafness. You are remarkable people and the future of the deaf is up to people like you."



HIGHEST NTID HONORS — Timothy Whitcher of North Tonawanda, N.Y. and Irene Pogorzelski of Berwyn, Ill., were named the two outstanding NTID scholars of 1970-71. Irene graduated in June from the Business Technologies program and Whitcher is cross-registered in the College of Engineering.



CITED FOR TEACHING — Lawrence Mothersell, NTID English teacher, receives the "Distinguished Young Teacher Award" from Leo F. Smith, executive assistant to the president, at graduation ceremonies of Rochester Institute of Technology.

Lawrence Mothersell... 'Distinguished Young Teacher'

By **JACK SMITH**
Public Information Officer

Lawrence Mothersell looks more like a farm boy than a distinguished young teacher. His name, on the other hand, has the ring of someone in a social register.

But the boy off a farm in Potter, N. Y., was given Rochester Institute of Technology's (RIT) Distinguished Young Teacher Award at commencement exercises last spring. It was one of the two highest teaching honors presented by RIT, the sponsoring institution of the National Technical Institute for the Deaf (NTID).

Lawrence Mothersell, or "Butch", as he is known at NTID, teaches English to deaf students. What makes him such a "special" teacher?

Dean William E. Castle and others insist he is "thoroughly prepared, dedicated, sensitive and inventive." While Butch Mothersell may have all of these characteristics, the personality and success of the 32-year-old English teacher cannot be summed up in a few words. Too much has happened in the past to shape his career.

Education of the handicapped is not a new thing for Butch. He graduated from the State University of New York at Geneseo in 1961. His specialty was education of the handicapped.

He taught in a secondary program in Long Island, N. Y., for the mentally handicapped and emotionally disturbed. It was a good job, but the area was far too "busy" for a farm boy. So he returned to Geneseo in 1963 to work with

the handicapped in the secondary school system. He earned a master's degree in English during that time and then in 1966 taught reading at the University of Rochester while beginning work toward his doctorate. Limited funds caused him to discontinue his doctorate program and again teach reading in the York, N. Y. school system.

Mothersell joined the National Institute in January 1969.

"Many people come into deaf education claiming they will do wonderful things," said Butch, who has a hearing loss that few people know about. "That's a bit of baloney. I feel selfish when I teach NTID students. Every day I learn something about my field, English, and about approaches to teaching.

"The caliber of student makes a teacher outstanding. I've never seen such cooperative, sincere and interested students as there are at NTID. Even the best teacher is unable to turn a student on if he can't, to some extent, turn himself on. I expect as much from my deaf students as I would from any student. But I deal with students on an individual basis. I expect individual problems and individual successes."

While Butch feels he was a good teacher prior to joining NTID, he credits persons like Bob Panara and John Kubis (both deaf) with "helping me see things I can't experience—deafness." Panara and Kubis are chairmen of the NTID English and mathematics departments, respectively.

As for the outstanding teacher award, Butch insists he has always been close

to the reaction of his superiors.

"I like immediate feedback," he said as he hammered a nail into a new section of his home on a 15-acre farm in Geneseo. "In fact, I have each of my classes evaluate me. These are the things that help bring about change."

Another change also has come into Mothersell's life—four-year-old Ronda, who is deaf.

It has been a rough summer for Butch and his wife Pat, who had to fly to Canada every day for a week in making final arrangements for the adoption of Ronda, which ended two years of frustration.

"They put a lot of pressure on us," Butch recalled. "One immigration official wanted to know if 'we were sure we wanted that deaf and dumb girl.' The only good thing about our wait was that it gave us ample time to prepare our family for Ronda and her deafness."

Ronda apparently found the love and attention she needed and adjusted quickly to her new family. The Mothersells already had a daughter and two sons. They are Christine, now 10, Jeff, 8, and Doug, 6.

Ronda, a small blue-eyed blond, could only point to objects when she first joined her new family. Now she knows many signs, can finger spell many words, and has improved speech. Her mother says she has been amazingly receptive. Each of the other children, all hearing, also know how to communicate with their little sister through speech and signs.



A FAMILY AFFAIR — The Mothersell family (top photo) poses for a picture on its farm in Geneseo, N.Y. They are Butch, his wife Pat and children Christine (standing with one pet, Jessie) and (seated, top to bottom) Doug, Jeff and Ronda. Ronda (middle photo) gets her first close look at a fish and (bottom photo) Butch teaches Ronda to communicate through speech, fingerspelling and signs.

Butch is raising his children in a setting that he loved as a child. There are horses, sheep, ducks, dogs and even a small pond for fishing and swimming on the farm. Pat, who works for the district attorney in Geneseo, makes most of the family's clothing.

When the Mothersells are called a "close-knit" family, there is no pun intended.

Butch has a 54 mile drive to and from work each day. "I don't really mind it," he stated. "On the way to work I have 35 minutes for planning. On the way home I can unwind." It's not surprising that he seldom thinks about the teaching award.

First there is Ronda and then there is the letter he recently received from an NTID student. The student, who also is an orphan, said that for the first time he felt like he was being taught something. No one had ever wanted to listen to him before Lawrence "Butch" Mothersell began affecting his life.

"Maybe that is what teaching is all about—learning to listen," Butch concluded.



Educational, Social Expectancy Limited For Deaf of World

By JACK SMITH

Public Information Officer

Many world leaders in deaf education seem to have deaf persons classified in neat little compartments.

It wasn't uncommon at the 6th Congress of the World Federation of the Deaf (July 29-Aug. 5) in Paris, France, to hear educators classify the deaf as having "limited capability", being "totally unrealistic", or having the ability to "only function in specialized school structures".

One educator from a Scandinavian country insisted at various sessions that deafness was "due to brain damage".

You can overlook the extremists from any country. Nevertheless it is sad to see the low social and educational expectancy that some world leaders have for the deaf. They seem to expect little from deaf students and as a result educational and social accomplishments by the deaf are low in many countries.

Another administrator from Germany said the deaf must learn to work within their limited capability. "The deaf are best in modest positions. The deaf are unable to understand sophisticated equipment," he said.

It's not surprising that most deaf persons in Europe work in crafts or manual labor and that few go beyond a basic elementary education.

Dr. Jerome D. Schein, director of the Deafness Research and Training Center at New York University, echoed many of the concepts that we apply at the National Technical Institute for the Deaf.

Deaf persons, like many hearing persons, are not born with specific ambition for success. While it is true that the occupation and social expectancy is low in many countries, we have learned that the deaf, if given the proper education and training, can perform most tasks.

"We either communicate high expectancy or the deficiencies of the handicap," Schein said. "Society itself sets the limitations."

Both teachers and administrators should be challenged by Schein's statement. Teachers must have a strong desire to improve the quality of teaching and learning. Administrators, on the other hand, must find ways to inspire teachers to be innovative—to think their way to new heights. That type of challenge exists at NTID.

A Russian representative pointed to the problem of helping the deaf understand mathematical concepts. "Greater visual aids must first be developed to help them understand the questions," the spokesman said.

The real danger for an American is attempting to draw parallels between what we are doing in the United States and what is being done throughout most of Europe. The Congress itself was composed of a diverse group of delegates. Some programs for the deaf, like Africa, are just inventing the wheel.

Other countries refuse to implement new methods

that will move their programs out of the horse and buggy age. A few countries like the U. S., appear to be in the rocket age, but are not content with present accomplishments—which is as it should be.

Too many countries cling to tradition at the expense of deaf students. And while family devotion to deaf education is not to be scorned, it appears that many programs have become stagnant through inbreeding. Much of the new vitality in deaf education seems to be coming from experts with no previous background in the field whatsoever.

Even on the international scene there is a strong division between oralists and total communicators. One educator from Italy insisted that good speech is essential for a deaf person to succeed. Other countries like Denmark are discovering that teaching and learning can be enhanced through sign language.

"Too often vested interests and tradition have come before the development of programs and concepts that will be in the best interest of deaf students," said Malcolm Norwood, NTID's liaison officer with the Bureau of Education for the Handicapped in the U. S. Department of Health, Education and Welfare.

All countries, however, show a common concern for problems of employment. Whereas the U. S. is able to forecast long-range job potential, many European countries, as the result of rapidly changing technology, feel they must gear up to retrain the deaf every four years. Technical skills of most deaf Europeans are of a minor nature. But with the advent of a technical revolution in most of Europe, product producing machinery is making once sure-fired life-long crafts like tailoring no longer practical.

Add to the industrial revolution both governmental and financial restrictions and you have inappropriate educational training in much of Europe.

Frank Sullivan, editor of FRAT, pointed out that technological advances in the United States have created many more new jobs than they have eliminated. Perhaps it is a matter of philosophy.

Turning to the employment efforts of NTID, it is obvious that we must sell society and government on the potential of the deaf person with technical skills. The government can help open doors of employment, but not through slogans like "Hire the Handicapped". Statements like that are only partially helpful. It actually will pay industry to hire the skilled deaf person.

As one French expert put it, "too many programs for the deaf smack of charity." It should be obvious that the deaf shouldn't be placed in neat little compartments. It is something all educators of the deaf should face.

CONGRESS CLIPS . . . With all the hijackings, airport police are taking no chances. John Kubis, chairman of the NTID math department, represented the Institute at the Congress in Paris. Kubis and his wife Shelby, both deaf, were about to board the airplane in New York when airport police insisted on looking under Mrs. Kubis' blouse, as they suspected her of concealing a bomb around her stomach. She managed to convince them she was expecting a baby in September. But Shelby had the last laugh on the way home when her husband received a thorough search by Customs officials. . . . An educator from

(Continued on Page 16)

Congress Concurs on Problem

Deaf Youngsters Throughout World Use Poor Grammar

By JOHN KUBIS

(The following article was contributed by John Kubis, a deaf faculty member and chairman of the NTID Mathematics Department, who represented NTID at the 6th Congress of the World Federation of the Deaf from July 29 to August 5 in Paris, France.)

Educators of the deaf from all parts of the world seem to be faced with a common problem—getting deaf children to use proper grammar when writing. And educators who attended the 6th Congress of the World Federation of the Deaf lamented about the deaf child's inability to use proper German, Swedish, French, etc.

Many questions were asked about the progress being made at the National Technical Institute for the Deaf. Integrated programs like NTID seem to be the answer to many problems of higher education for the deaf in many of the smaller nations of the world.

Few countries have a large enough population to support a college or other postsecondary programs solely for the

Kubis Appointed Full Professor

John Kubis, chairman of the National Technical Institute for the Deaf's Mathematics Department, has been named a full professor by Rochester Institute of Technology provost, Dr. Todd Bullard.

Kubis, who is deaf, is a graduate of Gallaudet College (B.A.) and the University of Illinois (M.S.). He also has studied at the University of North Carolina, Marquette University and the University of Maryland. Prior to joining NTID, Kubis taught at Gallaudet College and the North Carolina School for the Deaf.

He is a member of the Convention of American Instructors of the Deaf; the National Council of Teachers of Mathematics; the American Mathematics Association; the National Association of the Deaf; and the National Fraternal Society of the Deaf.

Kubis has had numerous articles published on visual aids and math instruction.



MAKES HIS POINT — John Kubis (right), chairman of the NTID mathematics department, makes a point to (from left) Malcolm Norwood, liaison to NTID from the U.S. Department of Health, Education and Welfare; and Dragoljub Vokotic, president of the World Federation of the Deaf, at the 6th World Congress of the Deaf in Paris, France.

deaf. It was pathetic hearing the young African nations plead for help in educating their deaf children. While many nations struggle to find the funds to educate deaf children, we in the United States, with our fine schools, often prefer to quibble over methodology rather than devoting our energy to our primary task—educating our deaf children.

Deaf from all parts of the world were able to communicate with each other via the language of signs. And the Congress supported total communication completely. I feel that to have any impact at all with total communication, the Europeans will have to overhaul their sign language. At best, the signs used in Europe are related to concepts rather than words like the American sign language.

Many of the speakers at the Congress were from Russia. This may suggest that Europe looks to Russia for leadership. After hearing the Russians speak, I am not so sure that they are any further advanced than we are in the U. S. In fact, we seem to be more advanced in many areas. Some of their papers reminded me of those presented at our conventions 10 or 15 years ago. They seem to be at the point where they are asking questions—the same questions for which we are presently developing answers.

My outlook on teaching the deaf has changed since teaching the last three years at NTID. During my first 23 years

of teaching I specialized in teaching just the deaf. I thought that the problems I encountered in teaching were unique to the deaf. After teaching in an integrated setting I found the hearing have many of the same problems in teaching and learning.

We should investigate what the hearing are doing and take advantage of new teaching techniques. By looking at all aspects of education, hearing and deaf, we will give our deaf young people the best chance to succeed.

79 Students Complete Evaluative Program

The students enrolled in the NTID Summer Vestibule Evaluative represented 23 states, including Hawaii. Eighty-one students were enrolled in the summer program, and of that total, 79 completed the eight-week session.

Of the 81 students, 49 were male and 32 were female. Thirty-six came from residential schools and 45 from day school programs.

The states the students represented are: California, 3; Connecticut, 4; Hawaii, 2; Illinois, 7; Massachusetts, 5; Missouri, 7; New Jersey, 4; New York, 20; Ohio, 8; Pennsylvania, 7; Wisconsin, 2; and one each from Delaware, Florida, Georgia, Kentucky, Maryland, New Hampshire, Tennessee, Texas, Utah, Vermont, Washington, and West Virginia.



DOCTOR'S LESSON — University of Rochester medical student Barney Stera learns the basics of sign and finger-spelling from NTID student Byron Skidmore, Cleveland Heights, Ohio.

Deaf 'Teach' Future MD's

How does a doctor communicate with deaf patients without writing long notes filled with medical terminology?

Three first-year medical students at the University of Rochester are discovering how—they talk to them in their own language, sign language.

Three medical students are paired with deaf students to learn to communicate with the deaf and gain insight to those who live in a world without sound.

"I've watched a man come here to Strong Memorial Hospital who was deaf, and that was the first time I realized the problems the deaf and the medical staff have trying to communicate," said Barney Stera, a first-year medical student.

The program they're in is part of the UR's Medical Center Task Force project. It began five weeks ago with the help of volunteer students from the National Technical Institute for the Deaf (NTID) at Rochester Institute of Technology.

The three future physicians gather once a week in a conference room in the school's Department of Preventive Medicine and Community Health to discuss with the deaf the problems of the deaf.

"The NTID pupils volunteered to assist the medical students in their study of the deaf because it will benefit them too," said William Yust, specialist in Cocurricular Activities.

The sessions with medical students, Yust explained, increase the deaf pupils' exposure to the outside world. "It helps them gain social and educational experience."

The future doctors call the one-hour sessions invaluable.

Glenn Lytle, a medical student who plans to specialize in the treatment of ear, nose and throat disorders said, "At first it's frustrating to talk to someone who can't hear, but when you learn how, it's very helpful."

"It gives us a look at the problem from the inside out," added Charles Mangano, the third medical student participating.

A month ago the medical students were spelling the words using the sign language alphabet, said Terry Mahar, a state vocational rehabilitation counselor who works with the deaf institute's students.

"Now they are using manual communication," she said, "where there are signs for words instead of spelling them."

The three involved deaf institute students, are studying to get jobs usually held by those with normal hearing.

Byron Skidmore, 21, is working toward a degree in electronic technology at RIT and the deaf institute in a joint program.

Francie Naiman, 23, is enrolled in a joint general studies program and has set as her goal a career in teaching deaf children.

Ralph Vissher, 21, is in a college preparatory course.

"I'm not sure what field I want to enter," Vissher signaled in sign language.

Both the medical courses and those the deaf pupils are studying are rugged, but these six students say they're finding them easier because of the insight they're

gaining.

"It's so much easier," Stera said, "because we can communicate."

(The preceding article was contributed by Roger Lawrence, a reporter with the Democrat & Chronicle newspaper of Rochester, N. Y.)

Evening College Offers Course on Deafness

"Psycho-Social Aspects of Deafness", for those who have professional or social contact with the deaf, is being offered this fall by the College of Continuing Education at Rochester Institute of Technology.

The program, which is offered for college credit, "presents a broad overview of the effect of deafness on the individual," according to Frederick P. Gardner, director of general education for RIT's Evening College.

"Our program covers the nature and types of deafness, relationship of deafness to social and intellectual development, and appreciation of the hearing-impaired as a person," Gardner said.

"We feel the program will be of great benefit to parents, friends, teachers, and employers, as well as those who have professional contact with the deaf," he added.

Instructor for the course is Kenneth Nash, assistant professor and coordinator of professional development for the National Technical Institute for the Deaf at RIT.

Graduate Internships Program Underway

A unique Graduate Internships program, designed to attract master's and post-master's degree students and prospective employers of the deaf into the field of deaf education, has been started by the National Technical Institute for the Deaf. The program is being administered through NTID's Division of Research and Training.

Four people were recently enrolled in the program, the only one of its kind in the country. Twenty persons are expected to participate in the program over the next year. Offered in the Graduate Internships are training in counseling, research, education and other fields related to deafness.

The purpose of the program, says Ken Nash, coordinator of professional development, is to complement the student's previous training by providing supervised experience with deaf students at the postsecondary level. It also will afford the intern an opportunity to gain interpersonal experiences with deaf students in a unique educational environment where the deaf study and live with the hearing students of Rochester Institute of Technology.

Three of the four interns were college students; the fourth represented International Business Machines (IBM).

"We have many applicants for this program," says Nash. "In order to enroll, we require that the student's respective college give him credit for his work at NTID, or that the program be related to an on-the-job function. We hope to expand the number of internships, especially to prospective employers of the deaf, and industry representatives who already employ deaf persons."

Two of the four interns represented New York University. They were Robert Harris, who is deaf, and Brian Harlan, a graduate of Fort Schuyler Maritime College of the State University of New York. Harris is a doctoral candidate in clinical psychology and studied counseling at NTID. Harlan is working on a master's degree in rehabilitation counseling and also studied counseling at NTID.

The third intern was Stuart Fletcher, a native of Adelaide, Australia, who was in the research area at NITD. Fletcher did his research on the utilization of television for the deaf. A trained educator of the deaf, he is a former student at Ryerson Polytechnic Institute of Toronto, Canada.

David Clarke, an employee of IBM,

studied manual communication at NTID and developed a research project on attitudes of deaf employees. He plans to develop orientation materials for employers within IBM to use with new deaf employees and investigate areas of employment and advancement within IBM for the deaf.

Eligibility for the program begins with a person's desire to apply his professional training to the service of the deaf. The intern must reside on the campus, sharing facilities with deaf students during the period of internship. Priority is given to persons on the post-master's level and to persons already possessing basic knowledge and training in an area that has direct application to the needs of the deaf.

Interested students apply for the program through their academic advisors who contact Nash. A visit to the NTID campus is set up and if the needs of the graduate student and his sponsoring institution can be met at NTID, a contract between the student's academic advisor and NTID will indicate the educational experiences a student will receive at the school. Employers interested in the program also should contact Nash.

SCORE BIG — Dr. Robert Frisina (standing-center), director of NTID, reviews the success of 35th annual Tournament of the Great Lake Deaf Bowling Association which was held in Rochester. Co-chairmen of the event were (from left) Jim Davis, Herman Cahen (seated) and Russ Cooper.



New Film Illustrates Deaf Communication

A new film titled "Deafness and Communication" is being made available through the National Technical Institute for the Deaf's Division of Research and Training.

The 16mm color-sound film, which is 11 minutes in length, illustrates communication of the deaf and serves as an orientation to persons not familiar with deafness.

To obtain the film contact Dr. James N. DeNio, coordinator of educational and occupational extension.

Avery to Direct Counseling Services

Joseph C. Avery, a counseling specialist who joined the staff of the National Technical Institute for the Deaf in 1969, has been promoted to the position of coordinator of counseling services. His promotion was announced by Dr. James L. Collins, assistant dean for Developmental Education.

Avery is a graduate of the State College of Arkansas (B.S.E. and M.S.E.) and was a school teacher in the Little Rock (Ark.) public school system for seven years. Prior to joining NTID he was the counselor for the deaf with the Arkansas Rehabilitation Service at the Arkansas School for the Deaf.

He is a member of the Convention of American Instructors for the Deaf and the Professional Rehabilitation Workers with the Adult Deaf.

Thirty Named to Dean's List

Thirty students have been named to the Dean's List for the spring quarter at the National Technical Institute for the Deaf. The announcement was made by Dr. William E. Castle, NTID Dean.

Seven of the students were named to the Dean's List in their respective colleges at Rochester Institute of Technology, NTID's sponsoring institution. Twenty-three received the honor for their achievement in NTID's Certificate-Diploma-Associate Program.

Those named to the Dean's List in RIT colleges are:

College of Business: N. William Ingraham, Rochester, N. Y.; Edward N. Shirey, Freeport, Pa.; and Mitchell D. Travers, Flushing, N. Y.

College of Engineering: Timothy Whitcher, North Tonawanda, N. Y.; and Geoffrey D. Lowe, Hinsdale, Ill.

College of Science: Michael Retzlaff,

Eureka, Cal.

College of General Studies: Kristine Beaman, Arlington, Va.

College of Fine and Applied Arts: Chris Roebuck, Santa Clara, Cal. (winter quarter.)

Those students named to the Dean's List in the Certificate-Diploma-Associate Program are:

Barbara J. Allen, Warden, Wash.; Anita L. Butler, Cleveland, Ohio; Gregory V. D'Amato, Queens, N. Y.; Faith DeBusi, Collingdale, Pa.; David W. Evatt, Belton, S. C.; Kathleen M. Froning, Oakland, Cal.; Judy E. Heller, Overland, Mo.; Mary L. Josselyn, Natick, Mass.; and Charles Jones, St. Louis, Mo.

Other students are Jeannie (Kafitin) Jones, Rochester, N. Y.; Christina Konopka, Kent, Ohio; James Krakowiak, Tucson, Ariz.; Henry F. Kwiatkowski,

Worcester, Mass.; Diane L. Langworthy, Cheektowaga, N. Y.; Mary Jo Nixon, Rochester, N. Y.; Cynthia L. Nye, Westchester, Ill.; and Irene Pogorzleski, Berwyn, Ill.

Also on the list are: Deborah Schmidt, East Bethany, N. Y.; Donald J. Shaw, E. Syracuse, N. Y.; Beverly Ann Smith, Hamilton, Ohio; Theresa A. Szupica, Milwaukee, Wis.; Susan J. Wolf, Rydal, Pa.; and Judy L. Wrigg, Houston, Tex.

Three students attending NTID have been named to the Dean's List for the summer quarter.

They are: Edward B. Lord, New Britain, Conn., in the RIT College of Business; Susan Mozzer, Manchester, Conn., in the RIT College of General Studies; and John J. Mather, Oak Park, Ill., in the CDA program.

Each student had to maintain at least a 3.2 grade point average to qualify for the Dean's List.

First Entering Student Graduates

(Continued from Page 7)

Deborah J. Helwig, 1400 Potter Road, Park Ridge, Ill.

Charles Jones, 5619 Hebert Ave., St. Louis, Mo.
Karen K. Kingrey, P.O. Box 47, Sissonville, W. Va.
Charles R. Ritenour, 180 Lake St., Wilson, N. Y.
Marcia Radzikowski, 1450 Fulton St., Buffalo, N. Y.

Diploma

Adriana M. Blasina, 127 Kimberly Ave., Buffalo, N. Y.

Christine Ciamarra, 97 Rhode Island St., Buffalo, N. Y.

Rosiland Fleming, 12316 Osceola Ave., Cleveland, Ohio

Antoinette C. Ianaro, 602 14th St., Clearfield, Pa.
Jane E. Maskal, 318 W. St. Louis St., Lebanon, Ill.
Gordon E. Miller, P.O. Box 306, Poughkeepsie, N. Y.

Rita M. Napoli, 73 Middle St., Lexington, Mass.
Irene T. Pogorzelski, 1535 S. Grove Ave., Berwyn, Ill.

Nina C. Ravitsky, 2104 Tyson Ave., Philadelphia, Pa.

Penny L. Schollmeyer, 2235 19th Ave., Broadview, Ill.

Joyce Woolsey, 926 Simpson Ave., Salt Lake City, Utah

Sheila K. Moore, 153 Westmoreland Ave., Greensburg, Pa.

Associate

Darlene A. Carrus, 775 Main St., Dunkirk, N. Y.

Susan J. Wolf, 941 Rydal Road, Rydal, Pa.

Students graduating from NTID's Engineering Technologies Department are:

Certificate

Larry A. Pope, 441 Nuber Ave., Mt. Vernon, N. Y.

Diploma

Forrest G. Brown, 587 16th St. N., Springfield, Oregon

Jerry Edwards, Glenview Drive, Spring Bay Knolls, E. Peoria, Ill.

Philip K. Grein, 1035 N. Keystone Ave., Chicago, Ill.

Woodford J. Gross, 622 E. 50th Park, Chicago, Ill.

Charles L. Mix, 1008 Chase St., Gary, Indiana

Dwight T. Moyle, 1130 William St., Bridgeport, Conn.

David R. Narkaus, 1207 Troy St. N. E., Salem, Oregon

Albert M. Rozman, 20525 Oxley St., Detroit, Mich.
John R. Swan, 323 Claymont Drive, Ballwin, Missouri

Students graduating from NTID's Visual Communication Department are:

Certificate

Erika Nathanson, 2048 Pine St., Philadelphia, Pa.

Society Limits World Deaf

(Continued from Page 12)

Romania came up with an interesting statistic. In his country 50.2 per cent of the deaf men and 91.3 per cent of deaf women never marry. Reason? Parents prefer to keep their deaf children at home.

. . . A Russian educator insisted all of the in her country were excellent lip-readers, all succeeded in higher education and all had excellent, well-paying jobs. I am still waiting for an answer as to how many Russians advance to colleges or universities as we know them in the United States.

. . . The general tone of the Congress was that the deaf themselves should play greater roles in organizations that affect their futures. . . . Deaf in Bulgaria work in workshops owned by organizations of the deaf. And they draw the same salary as hearing persons in the same job. . . . Representatives of the U. S. were saddened by the death of Dr. Powrie V. Doctor, who died while attending the Congress. The distinguished educator of the deaf, who taught at Gallaudet College for 43 years, will be missed.

Research Aids Interaction of Deaf, Hearing

The problems of the deaf are also the problems of those who hear at Rochester Institute of Technology.

Two deaf students talking with their hands in an elevator make it difficult for another person to squeeze out the door, for example.

The deaf are a minority at RIT. The hearing student and the deaf student have to break down hostile feelings and stereotyping that result.

The deaf tend to hold more conservative opinions, as students go. That also can create gulfs.

These are some of the problems that have been uncovered and partially solved by the eight-man research staff of the National Technical Institute for the Deaf and RIT undergraduate students doing research.

The National Institute is required to do research for the Department of Health, Education and Welfare in partial return for federal support of its educational program for the deaf. Part of its mission is to have an impact on other educational programs for the handicapped.

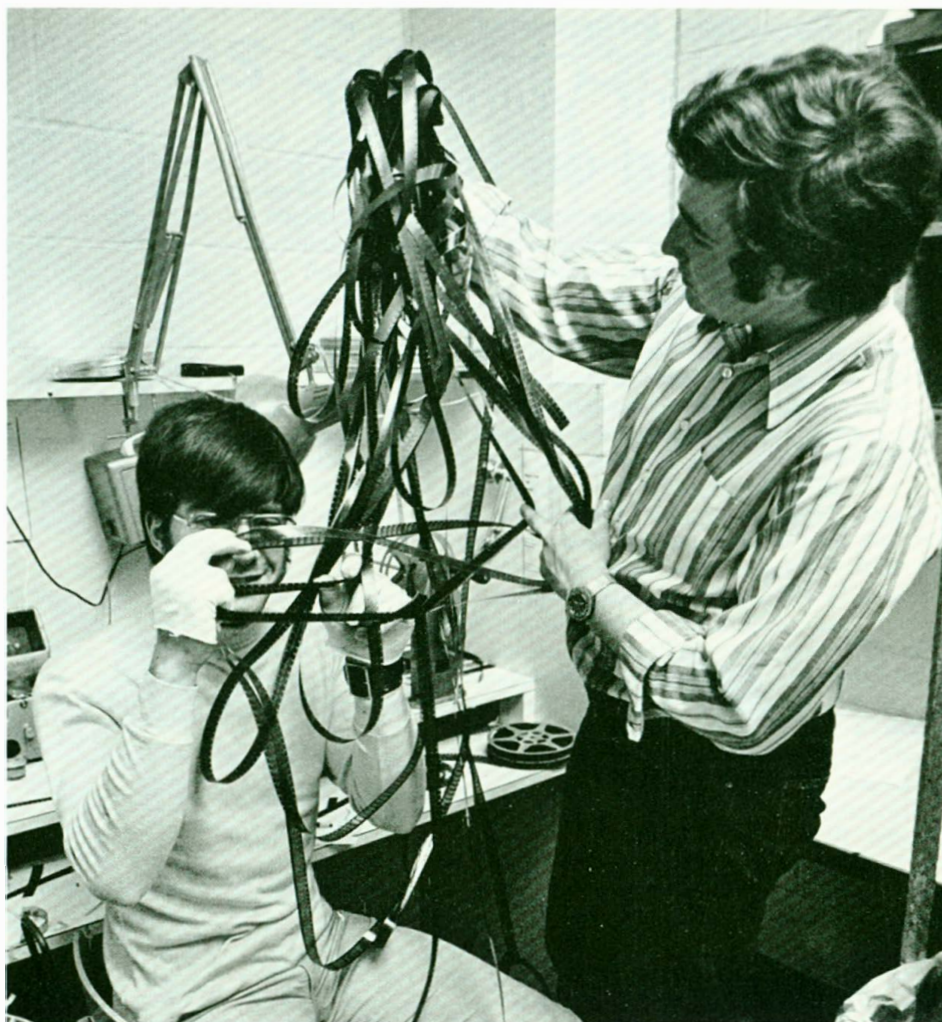
Its research is quite atypical because NTID researchers are "very impatient", said Dr. E. Ross Stuckless, the director of research and training. "Our first priority is improving our program at RIT and NTID. We don't want to wait 20 to 50 years to see our research reach the classroom."

For having begun just six years ago, the research has reached out of the laboratory in a remarkably short time. Part of the credit goes to RIT undergraduate students who have been helping the eight professional researchers solve practical problems, Stuckless said.

"The elevator problem, for example, was uncovered by an undergraduate." Undergraduate work also has shed some light on problems of differing value systems and the socialization process facing the hearing and deaf students, he said.

"The insights of our hearing RIT students have helped immensely in counseling our deaf students," Stuckless said.

The research has reached other schools for the handicapped in this country and abroad. For example, RIT-NTID has distributed thousands of its special NTID notebooks to other programs serving deaf students. The notebook contains pressure-sensitive paper so copies can be made for several persons at once.



FILM MAKERS — Rochester Institute of Technology motion picture students Tom Stillman (left) of Plainfield, N.J. and Jay Schulman of Roslyn, N.Y. check over excess film from a movie they have made on deafness. The students were assisted by NTID's Division of Research and Training.

The research also has reached schools in nearly every state through teacher institutes and reports made available through the Educational Resources Information Center in Washington, D. C. and through its Occasional Paper series.

One area of research has challenged the lecture system of teaching. Another has resulted in a computerized system for assessing deaf students' needs and aptitudes rapidly.

Another area explores the sociology of majority and minority groups. Here, RIT students have been particularly helpful.

A project by an NTID researcher and a followup study by an RIT printing student, Berry Conway, is an example.

Their research uncovered contrasts between the values of the deaf and the hearing. It indicated deaf youth tend to be "more straight", in Conway's words, when they arrive on campus, but that they become more like the other students as they stay.

"They like the cafeteria food, for example, and RIT in general. They don't find as many faults as hearing students do," Conway related. They have more respect for authority than the average students, the studies indicated.

The researchers are still exploring reasons for these differences. Some possible explanations under study are related to the difference in the social experiences of deaf students.

The deaf youth has less exposure to television and radio than his peers, which is another possible reason for differences.

In the area of harmony between minorities and majority groups, the research has tentatively established that classroom exposure to each other doesn't necessarily build personal relationships. The setting must be more informal.

(The preceding article was contributed by Kathy O'Toole of Democrat & Chronicle newspaper of Rochester, N. Y.)

Becomes Interpreter

Student Volunteer Hooked on Helping

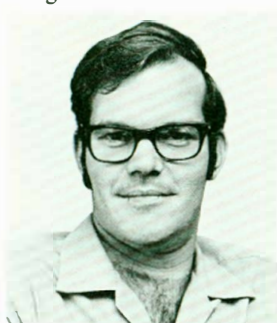
There is something intriguing about the finger spelling and signs used in communicating with deaf persons that appeals to James E. Wilson.

The muscular, energetic Rochester Institute of Technology student discovered it when he volunteered as an interpreter for RIT's National Technical Institute for the Deaf.

Wilson recently completed an eight-week training program to prepare him to work with deaf students. He is among 20 volunteers in the Student Interpreter Program in the art of manual communication.

They will work as classroom interpreters, in labs and with individual deaf students in helping them overcome communications problems.

During the training program, Wilson also served as government advisor in an NTID student residence.



James E. Wilson

He helped 17 deaf students organize a student government on their floor. Students came from all over and Wilson had to become accustomed to regional variations in manual communication techniques while still learning.

But that was just one of many challenges the 23-year-old native of Lake Placid has had to face.

For the past four years, he has been paralyzed from the waist down and confined to a wheelchair—the result of a traffic accident.

Wilson is a graduate of the two-year Canton Agricultural and Technical College where he was named to Phi Theta Kappa national scholastic honorary society.

He was president of the Canton student branch of the Institute of Electronic and Electrical Engineers and a representative to the Student Senate.

Wilson is a fourth year student in RIT's five-year electrical engineering program and hopes for a career in which he can use his newly acquired ability of manual communication. There are several areas in electrical engineering in which he can work among deaf people, he said.

Wilson is the son of Mr. and Mrs. Robert Wilson of Constable, N. Y. His father is sealer of weights and measures for Franklin County.

Jim and the other 19 students in the program took part in what is probably the most unique manual communications program available anywhere.

"This is the only place in the world where there is such an intensive interpreter training program," says Ken Nash, coordinator of professional development at NTID, who headed the program. "It is very unique. Many people say we can't do it, but we do."

Last summer 17 students went through the program, and all went on to assist the deaf as interpreters or tutors in special areas.



A FINAL CHECK — Jack Smith, public information officer for NTID, checks the final proofs on an issue of the NTID FOCUS with Nancy Anderson, public information assistant. The NTID public relations program, under the direction of Smith, recently won a national college public relations award.

Public Relations Campaign Earns National Honor

The National Technical Institute for the Deaf's public relations program has been selected among a record 1,506 entries as a winner of a Certificate of Special Merit in the American College Public Relations Association 1971 National Honors Competition.

The entry, submitted by Jack Smith, Public Information Officer for NTID, was titled "PR Campaign Helps Deaf Find Place in Society". The award was presented to Smith July 21 during the ACPRA national conference in Washington, D. C.

Smith began directing the NTID public relations program July 1, 1970 after serving for a year in the public relations department of Rochester (N. Y.) Institute of Technology, the home of NTID. Prior to coming to Rochester he was Manager of Publicity for the Greater Philadelphia Chamber of Commerce and was sports editor for six and a half years with Montgomery Publishing Company in Fort Washington, Pa., and a year with the Pottstown Mercury in Pottstown, Pa.

A native of Hatfield, Pa., Smith earned a B.S. degree from the University of Pittsburgh in 1961.

Seminar Explores Social Skills

Social skills will be almost as important as technical skills if deaf students are going to be successful employees.

That was one conclusion reached in a two-day June seminar on "Social Competency" conducted by the faculty and staff of the National Technical Institute for the Deaf. The purpose of the seminar, which was sponsored by the Division of Research and Training, was to explore ways in which greater social skills can be developed in NTID students.

"Development of good technical skills is one index of successful employment," said Dr. David Lacey, research associate. "Another index is our graduates' realization that sound social competencies will supplement technical competencies and therefore lead to future occupational success."

Lacey, along with Kenneth Nash, coordinator of professional development, paved the way for the seminar by conducting small group discussions within NTID to define objectives and spark interest in the project. The strategy paid off as group leaders were well-informed when it came time to lead task forces within the seminar itself.

"The leaders represented all aspects of the NTID program," Nash said. "The seminar offered everyone the opportunity to discuss common problems. As an institution, we now realize more fully that each of us is accountable for the development of social skills in NTID students."

Several deaf students who attended the seminar recognized their responsibility to their peers and volunteered to work with new NTID students throughout the summer by sharing experiences and developing leadership potential among the new NTID students.

Several members of the faculty and staff discussed their roles as models for deaf students. "All of the NTID faculty are aware that students closely scrutinize

their behavior," Lacey added. "All faculty should be exemplary models, and therefore help the students in their formations of sound social competencies."

One important product from the seminar will be to stress the importance of social responsibility to students. A new voucher system is being evaluated so that students themselves keep personal account of purchases while at NTID.

In the area of housing, it was suggested that Rochester Institute of Technology develop more meaningful training programs for resident advisors.

"Our studies indicate that deaf students want to be treated the same as their hearing counterparts at RIT," Nash pointed out.

Lacey stressed that follow-up will be the key to the success of the seminar.

Price Coordinates Student Planning

Alan J. Price, a former Stromberg-Carlson Corporation employee, has joined the staff of the National Technical Institute for the Deaf as coordinator of student planning. His appointment was announced by William T. Darnell, director of student planning and evaluation.

Prior to joining NTID, Price was an employee representative at Stromberg-Carlson Corp., with responsibility for all factory and clerical personnel.

He is a graduate of the University of Rochester where he received both B.S. and M.S. degrees. Price is a member of the Industrial Management Council of Rochester.

Reports will be made to inform participants of progress.

"The problem of developing social competency in deaf students cuts across all areas of NTID," Lacey remarked. "It is up to each department to do all it can to facilitate social development in deaf students."

"A real danger," says Paul Peterson, former coordinator, social and cultural development, "is attempting to solve all of a student's problems. Facing a problem and sometimes failing is part of the learning process."

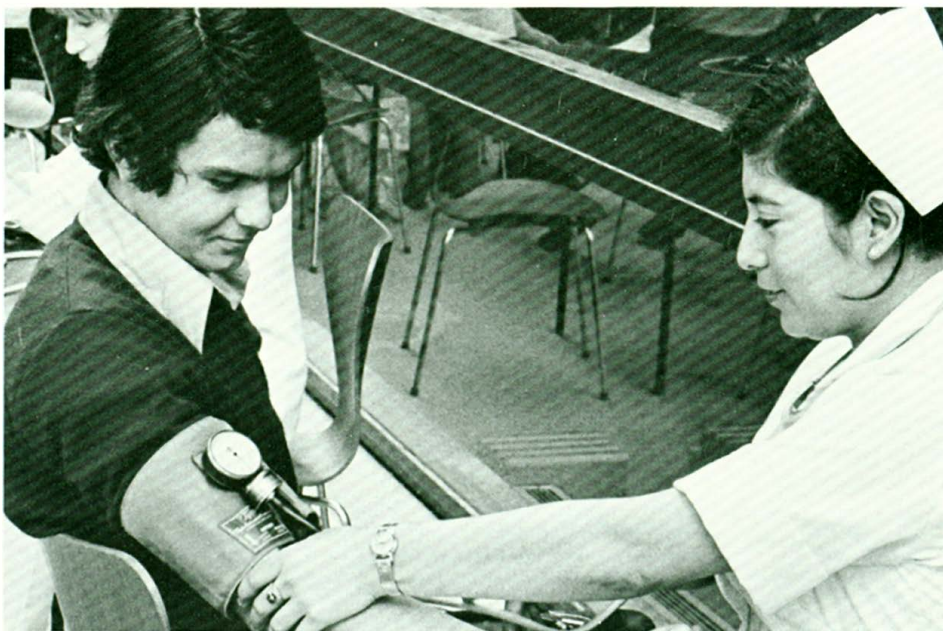
The NTID grading system also was discussed. It was pointed out that prospective employers are more interested in the technical skills of NTID graduates than in grades.

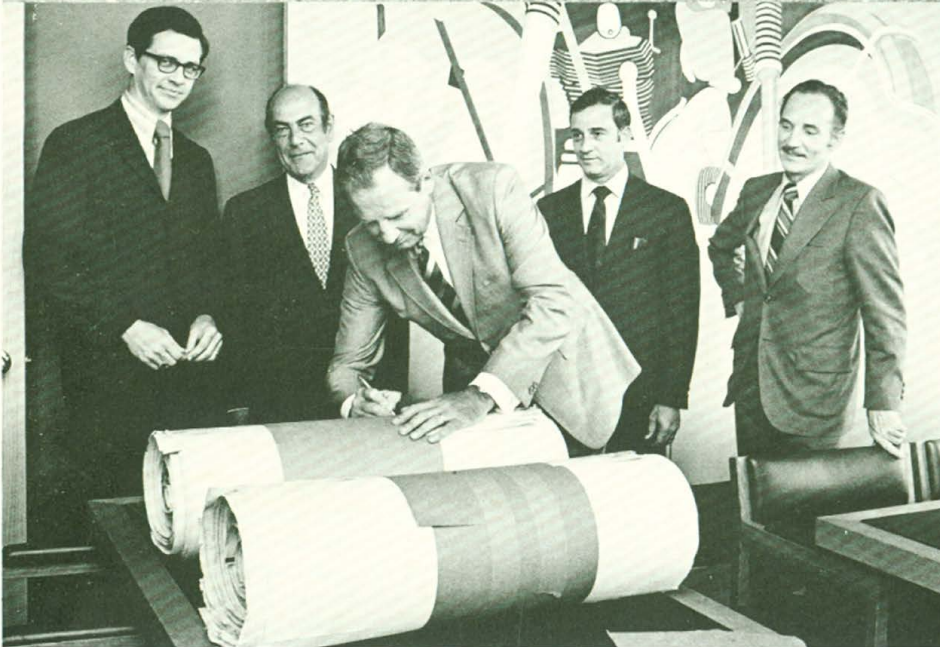
In its grading system, NTID gives students an R (repeat) in place of F (failure).

"The repeat doesn't mean a student can't fail," stated Dr. Robert Frisina, director of NTID. "But we are unable to operate like many educational institutions. If we at NTID didn't take the extra measures to afford our deaf students every opportunity to succeed, they would leave us and many would never receive a second chance."

"NTID is different from other institutions in that it is accountable for what happens to its students. It is going to take a commitment on the part of everyone at NTID if students are going to develop the technical and social skills to be successful in the occupational segment of our society. History indicates it won't happen by chance."

PRESSURE SITUATION — Bill Rosario of Brooklyn, N.Y. has a blood pressure test prior to giving blood as part of a campus-wide blood drive.





PREPARATION — A Rochester, N.Y. contractor, H. J. Kearse Inc., clears the site on which the new National Technical Institute for the Deaf complex will be built. The new facilities are expected to be completed by January 1974.

OFFICIAL SIGNATURE — J. Jacques Pigott, executive vice president of Pigott Construction International Ltd. of Toronto, Canada, signs the architect's plans as part of the legal commitment for construction of the new NTID facilities. Looking on are: James Buchholz, Rochester Institute of Technology vice president for business and finance; Arthur L. Stern, chairman of the RIT Board of Trustees; Dr. Robert Frisina, vice president for NTID and Edwin F. Jones, director and vice president for production with Hugh Stubbins and Associates of Cambridge, Mass., the architects. The new complex is being built at RIT, the sponsoring institution of NTID.

NTID Construction Underway

Pigott Construction International Limited of Toronto, Canada, has been awarded the bid for construction of a \$24.5 million building complex for the National Technical Institute for the Deaf on the campus of Rochester (N. Y.) Institute of Technology.

The building project will consist of an academic/support services building and residence and dining space. Architect for the buildings is Hugh Stubbins and Associates of Cambridge, Mass.

Groundbreaking for the complex was held June 4, 1971 at RIT. Construction began July 20. Completion of the project is expected January 1974.

Among the major projects Pigott is constructing are the Convention Centre

in Niagara Falls, N. Y. and the Terminal Building at Toronto International Airport. Other projects include the Central Library and Engineering Building at the University of Ottawa in Ottawa, Ontario, the Oshawa General Hospital in Oshawa, Ontario and the Joseph Brant Memorial Hospital in Ontario.

A family-owned corporation since 1880, Pigott Construction has completed projects that include the court houses of Metropolitan Toronto and the County of Wentworth, Ontario, the General Motors manufacturing complex at Oshawa, Ontario, and the Skylon Tower, a major tourist attraction that rises more than 700 feet above the Niagara River in Niagara Falls, Canada.

ntid focus

NTID FOCUS is published at the National Technical Institute for the Deaf of Rochester Institute of Technology. Editor, Jock Smith; Telephone: (716) 464-2332, Nancy Anderson, Public Information Assistant. Photographs by John Mossey, Jock Smith. Designer: David Barringer. The materials herein were produced in the course of an agreement with the Department of Health, Education and Welfare.