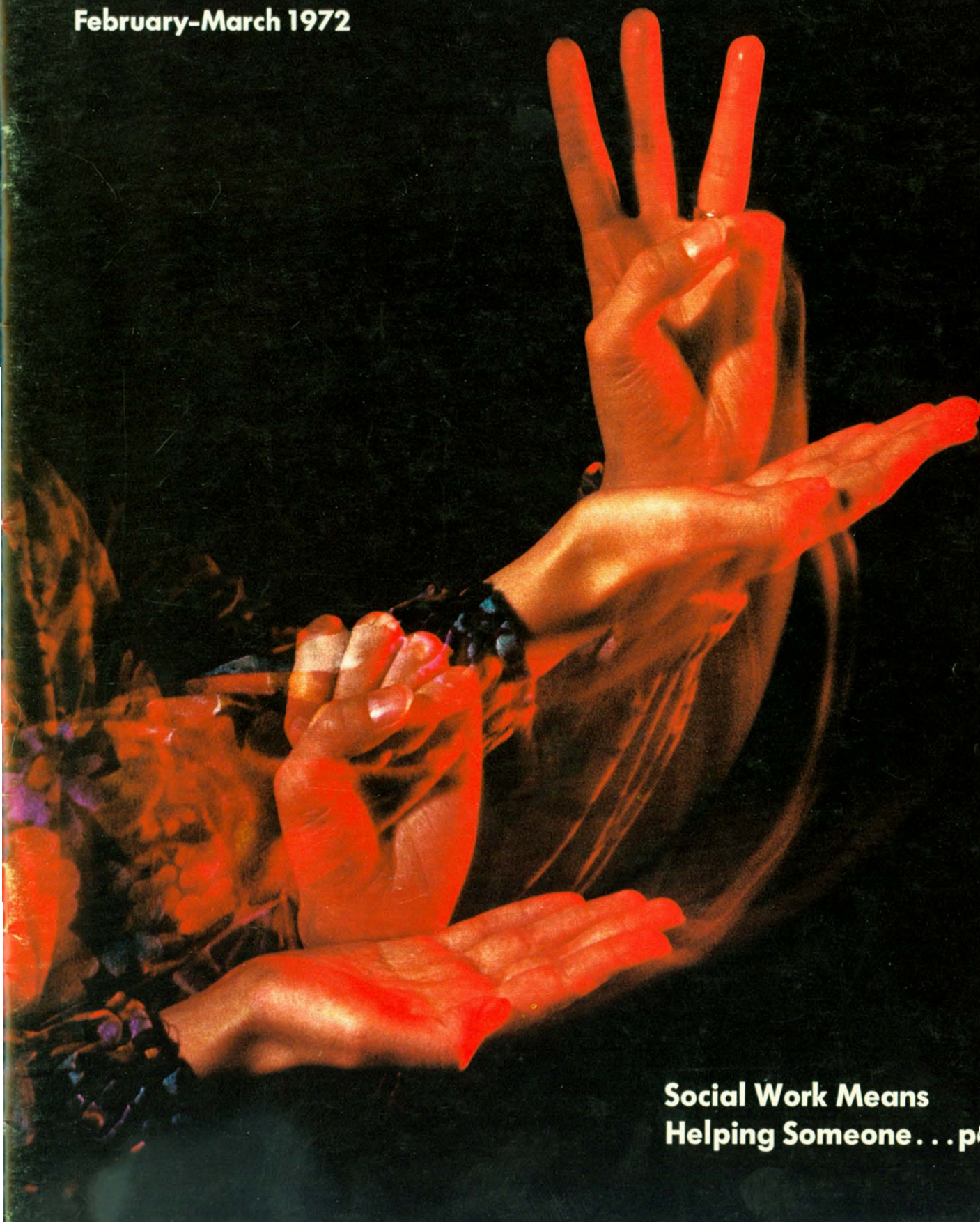


ntid focus

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**Social Work Means
Helping Someone . . .**

Social Work Means 'Helping Someone'

When Susan Mozzer gives the sign language for social work, it's more than her right hand finger spelling out S and W on her left palm.

The upward motion of both hands means "helping someone." That's why Susan, deaf from birth, is in the new social work program at Rochester Institute of Technology. Susan is enrolled through the National Technical Institute for the Deaf at RIT. All college level programs offered at RIT are available to deaf students who qualify.

"There's not often an opportunity for deaf people to help other people," she said.

Even more of an innovation at RIT than the three-year social work course, directed by Leonard A. Gravitz, is the fact that it opens a new career field for the deaf. Eight of the 103 students enrolled are deaf like Susan. The other NTID students are Kristine Beaman, Arlington, Va.; Elizabeth Bonni, Des Plaines, Ill.; Darlene Carrus, Dunkirk, N. Y.; Daniel Langholtz, Dobbs Ferry, N. Y.; Howard Mann, Chicago, Ill.; Marlene Moisson, Decatur, Ill.; and Barbara Wood of Scotch Plains, N. J.

They are included because there is a need for trained professional social workers in both hearing and deaf communities. Dr. Francena Miller, lecturer in the RIT College of General Studies who screened them for the program, expects them "to function proficiently in schools for the deaf, hospitals, rehabilitation agencies, welfare programs and other areas where social workers are needed."

Twenty-year-old Susan, who has blue eyes that tilt upward at the outer corners when she smiles, a pert ski-jump nose and long brown hair, plans to work with the deaf.

"They need more help because there are not many people who work with them," she said.

Being a pioneer in a new career field doesn't faze her. Under the beige shirt, tan miniskirt and brown loafers that clothed her 5-foot-1, size 7 body beats a competitive heart and spirit.

"I'm a good competitor. I work hard," she said.

Three years ago her brother Dick, who's an RIT senior and a student interpreter, taught her skiing. She has finished first in the Eastern Winter Ski Tournament for the Deaf the last two

years, and in January was among 15 Americans competing in the 1971 Deaf Winter Olympic Games in Switzerland. She finished last in her 3½-mile race, "but I learned a lot. Now I'll be better prepared for the 1975 Olympics."

Susan and her sister Kathy are the only non-hearing of five children of dentist and Mrs. Raymond Mozzer of Manchester, Conn. "Nobody knows why Kathy and I were born deaf," Susan explained.

Even before Susan came to NTID two years ago, she wanted to be a social worker. The program had not been started at RIT when she arrived.

She got a head start on the social work program as a volunteer in the vocational rehabilitation department at Monroe Community Hospital. And this summer she piled up 14 credit hours and a 3.3 rating that placed her on the dean's list.

The Social Work program was designed to provide students with the educational experience and technical competence required to enter a human service. The program also seeks to assist students in an understanding of the social welfare needs of a democratic and urbanized society, as well as the role of the social worker as a focal point of change. Both the hearing and deaf study the same curriculum, and both are required to have a compe-

tency in Spanish in order to get their baccalaureate degrees.

The four-year program also gives the students practical experience in the social work area. During their first year of study, students may participate in volunteer work within the community as a program elective and for independent study with a community agency. During the second year, they observe the actual working of social, educational or governmental agencies and in the third year of the program, students ideally function as a member of a community agency in order to get actual work experience. They may, however, do volunteer work throughout the entire four years.

Susan was serious when asked why she really wanted to be a social worker.

Quickly she fingerspelled, "C-H-A-L-L-E-N-G-E."

New Film Illustrates Deaf Communications

The National Technical Institute for the Deaf has developed a new 16mm. color and sound film entitled "Deafness & Communication." The film is geared to persons who have little knowledge of deafness or a high likelihood of associating with the deaf and is available to any organization or individual who wishes to learn more about the subject of deafness.

The film is available with the only charge being return postage and copies of the film may be purchased for production cost. Anyone interested may inquire about the film by contacting: Audio-Visual Services, Rochester Institute of Technology, One Lomb Memorial Drive, Rochester, N. Y. 14623.



SCHOLARLY DISCUSSION—Dan Langholtz (left) of Dobbs Ferry, N.Y., Howard Mann of Chicago, Ill., and Betty Bonni of Des Plaines, Ill., all first year NTID students in the Social Work program, discuss their new courses.



A FIRST-HAND LOOK—Robert G. Sanderson (far right), newly appointed NAG member, asks a question during a National Advisory Group meeting. Others with him are (left to right), Elizabeth O'Brien, who interpreted for the deaf NAG members, Dr. James N. Orman, and Dr. Richard E. Thompson, also a newly appointed NAG member.

4 Named Advisors To NTID

The National Technical Institute for the Deaf has named four representatives from employment, rehabilitation, educational programming and legal counsel to its National Advisory Group (NAG.)

The NAG serves in an advisory capacity to NTID in all matters of growth and development.

Selected to serve on the advisory group for three years were Edward F. Rose, Robert G. Sanderson, Dr. Richard E. Thompson and W. Dexter Douglass.

Rose is director of Public Policy Employment Programs Manpower Sources Division with the Bureau of Recruiting and Examining in the U.S. Civil Service Commission.

Rose earned a B.S. degree from Virginia Polytechnic Institute and an M.E. degree from the University of Virginia. He has been involved in education and employment of the handicapped since 1960.

Rose's professional memberships include the National Rehabilitation Association where he is president of the Job Placement Division, Northern Virginia Association for Retarded Children, National Capitol Chapter of the Physically Handicapped, and the Metropolitan Advisory Committee on Vocational Rehabilitation of the Council of Governments. Twice he has been presented the Meritorious Achievement Award by the President's Committee on Employment of the Handicapped. He also has authored articles on employment of the handicapped.

Sanderson is coordinator of the Divi-



COMPUTER LESSON—Edward F. Rose, a newly appointed member of NTID's National Advisory Group, saw first-hand how students use computers in the Computer Assisted Instruction program at NTID.

sion of Adult Education and Training, Services to the Adult Deaf with the Utah State Board of Education. Although deaf, he has past experience as a teacher, printer, proofreader, assayer, chemist-technologist, cannery worker, and draftsman.

He is past president of the National Association of the Deaf, and has held all offices in the Ogden, Utah Division of the National Fraternal Society of the Deaf and holds memberships in numerous civic organizations in Ogden.

Sanderson earned a B.A. degree from Gallaudet College and an M.A. degree from San Fernando Valley State College. He is a doctoral student at Brigham Young University. He also is a lecturer and an author of numerous articles on deafness. Sanderson is an editorial executive and regular columnist with *The Deaf American* magazine.

Dr. Thompson is an assistant professor of education at Boston University. He earned an A.B. degree from Harvard

College, and M.A. and Ph.D. degrees from Boston University. His specialty is psychology.

Thompson serves as director of the Massachusetts Registry of Interpreters for the Deaf, and on the Advisory Board of the National Association of the Deaf's Communication Skills Program. He is a member of many organizations concerned with deafness or psychology.

Dr. Thompson, who is deaf, has received a commendation from the President's Committee on Employment of the Handicapped. He also is the author of numerous articles.

Douglass is an attorney in Tallahassee, Fla. where he is a sole practitioner in his own law firm. He is a member of the Tallahassee, Florida and America Bar Associations.

A graduate of the University of Florida where he earned B.D. and LL.B. degrees, he is chairman of the board of trustees of the Florida School for the Deaf and Blind in St. Augustine.



CAMPUS VISITORS—Dr. James Speegle, NTID assistant dean for Support Education, talks with visitors who toured NTID during a recent admissions workshop.

Admissions Takes on New Look

The snow was a foot deep and the temperature was down to an icy eight degrees, something of a rude shock to many of the 24 visitors who had come from as far away as California and New Mexico to get a good look at the National Technical Institute for the Deaf, Dec. 1, 2, and 3.

They were counselors, teachers and administrators who had traveled from 21 schools for the deaf to see what NTID might have to offer their high school students in the way of a post-secondary technical education.

In spite of the weather, they enthusiastically toured the Rochester Institute of Technology campus with notebooks, cameras and tape recorders to take back what they could learn about NTID.

This was an experimental admissions workshop, explains Suzanne E. Doe, one of the organizers and also NTID's coordinator of vocational rehabilitation affairs.

The purpose of the workshop was to increase the opportunity for admission of eligible deaf students across the country, says James Speegle, assistant dean for Support Education and another of the workshop's organizers.

Last year, NTID staff members traveled to schools for the deaf in 39 states, visiting each for one day: "but we found that this one-shot approach wasn't thor-

ough enough," says Miss Doe.

"The students have too many questions to cover in a short time," she says which could be answered better by one of their own faculty members who is knowledgeable about NTID and more easily available to the students.

The workshop was set up to do exactly that—"to enlist school personnel who can give students appropriate and accurate career counseling as far as NTID is concerned," she says.

The participants came from both residential and day schools for the deaf. The majority came from schools in the midwestern, far western, and southern states, the ones hardest for NTID to reach because of the distance involved, says Miss Doe.

They did three days of intensive touring and talking with staff members about every aspect of the NTID program; and they were taken onto a dormitory floor for a reception with deaf students.

They saw a demonstration of such NTID equipment as the intensity meter, developed a year ago by RIT's own College of Engineering, to help deaf students regulate the loudness and softness of their voices.

They also toured RIT's Graphic Arts Research Center laboratory used by both deaf and hearing students, where they saw the \$500,000 Goss Commer-

cial Press, the only one of its kind on a college campus.

The workshop will be evaluated to determine if others will be held in the future.

Workshop participants were asked to write down their comments before they left, which were "very positive," says Speegle.

One of the visitors wrote: "I feel I am much better equipped now to discuss NTID, not only with our students but with our faculty. I have more of a 'feel' for the situation."

As far as the weather was concerned, Mrs. Doris Jennings from Marlton School in Los Angeles, Calif., who had seen snow only twice before in her life, commented, "It's groovy."

Information System Part of Research

The National Technical Institute for the Deaf is doing research to develop a system of automating student information that, among other things, would aid in following up students after they leave NTID to determine the effectiveness of its education and training programs.

The research project is being conducted by Dr. Gerard Walter, a research associate who has been with NTID for almost four years.

NTID Students Form Congress

Officers Elected; Government to Aid Learning

Students at the National Technical Institute for the Deaf now have a better idea how a government is formed, how officials are elected and what all the steps are in between. And they've learned it all first-hand through the experience of forming a student government—complete with constitution and elected officers.

The project began last Spring when Dean William E. Castle appointed a group of students to look into the formation of a governing body and the writing of a student constitution.

Appointed to the committee were Steve Schultz, editor of the NTID student newspaper, "The View"; Kevin Nolan, president of the NTID Drama Club; Charles Reisinger, a student leader who has since graduated from NTID and gone on to Gallaudet, and Ellen Liedtke, a Business Administration student from Towanda, Pa.

"I thought it would be a good learning experience for the students, and one that would benefit them in their understanding of government and politics," says Dr. Castle. "I'm pleased with the way they handled it, and I think they were very successful."

That success is evident in the approval of the NTID constitution by the RIT Student Association.

The first-year slate of officers for NSC are: Gerald Nelson, an Engineering student from Cushing, Minn., president; Mark Feder, a Business Technologies student from Wilmette, Ill., vice president; Miriam Sotomayor, a Business Technologies student from Bronx, N.Y., secretary, and John Swan, a Business Technologies student from Ballwin, Mo., treasurer. In addition, seven members of the President's Cabinet will be elected and a representative each from the faculty, administration, and the Student Association will be appointed by the NSC officers.

The purpose of the NTID Student Congress, states the Constitution, is to help NTID students communicate their ideas, needs and concerns about life at RIT; to provide interested students with the opportunities for leadership and to encourage integration by providing RIT students with the opportunities to interact socially and culturally.



NEW LEADERS—The newly elected officers of the NTID Student Congress are (clockwise) Mark Feder, vice president; Miriam Sotomayor, secretary; Gerry Nelson, president, and John Swan, treasurer.

Social Adjustment Studied

How do deaf students adjust socially on a college campus where they are outnumbered 15 to 1 by hearing students?

According to Sociologist Dr. Roger Riffer, many deaf and hearing students on campus have established social ties—but frequently "on the deaf students' terms with a small number of hearing students entering the subculture of the deaf rather than the deaf students moving into the larger hearing students' culture."

Dr. Riffer has completed a study of NTID students and their fellow hearing students on the Rochester Institute of Technology campus.

At NTID, the only postsecondary technical school for the deaf within a hearing campus, the deaf and hearing students both live and attend some classes together. The primary task of NTID is to help deaf students develop the skills needed to obtain and maintain employment in a hearing world.

Dr. Riffer found that by experimenting with the placement of deaf students in dormitory housing over a two-month period, their social interaction with hearing students was increased.

When he first questioned NTID students following a standard sociometric procedure, he found they named, as students they liked most, other deaf students nine times for every two hearing students named.

Then in the summer of 1970, the new NTID students were not distributed throughout all the dormitories as usual, but were concentrated in five residences. Seventeen hearing students, 10 male and 7 female, all of whom were learning manual communication in an intensive 8-week student interpreter training program, were assigned to the NTID students as resident advisors.

Following this program, deaf students named hearing students as persons well liked with much greater frequency, Dr. Riffer said. And when the students were redistributed among the dormitories the following fall, Dr. Riffer found that the number of hearing students named by the deaf students as being well liked actually increased, extending to other hearing students.

"Apparently, the summer program enabled deaf students to become comfortable with hearing students and thus prepared them for making new friendships when they were distributed through the residence halls," Dr. Riffer concluded.

He also tested the deaf students in terms of specific attitudes and found that NTID students' attitudes tend to become similar to those of hearing students after they have been on campus awhile.

He asked a group of deaf students, new to the campus, and 62 junior and

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Language of Sign Becomes New Means of Communication

The language of sign is rapidly becoming an added means of communication for many persons from the Greater Rochester community.

The Free University sign language classes, which were offered each Tuesday and Thursday evening last quarter at RIT, attracted nearly 200 people from the RIT campus and Rochester community.

More than 20 NTID students and faculty members donated their time to teach the course. Coordinator of the program was Sue Rose, a specialist in

NTID's Department of Developmental Education.

There were many reasons why people took the course.

Ann Montulli, Sue Kotwas, Joanne Gattellare and Diane Logozio are key punch operators at Lincoln Rochester Trust Company. A fellow employee, Pam Jones, is deaf, and the women decided it was time that they learned to communicate with Pam through sign and fingerspelling rather than writing everything. So they came to Free University.

"We all really enjoy it," says Ann. "Pam is a big help to us, and she laughs at us when we make mistakes. It's nice to be learning, and it's much more personal than writing notes."

Monroe Community College student Gary Verrone, a liberal arts major, says there are "lots of things" that influenced his taking the course. He's an aspiring actor, and that probably prompted him most. He saw a performance of the National Theatre of the Deaf (NTD) and was impressed with the way the players communicated with the audience.

"I decided if I could learn manual communication and get my message across to the audience the way NTD does, without speaking, then it would definitely improve my own acting," says Gary.

Bill Ouellette, another MCC student, does volunteer work at the Al Sigl (rehabilitation) Center in Rochester, and is especially interested in a patient there who he was told is receptive to signs. Bill, a sociology-psychology major, decided that learning signs would be worth the effort if it would help him communicate with the patient in his volunteer activities.

And there are many RIT students in the program. One is Cathy Bleau, a junior from Greece, N.Y., majoring in social work. As a social worker, Cathy may have contact with deaf clients, and thus feels she'll be able to do more for them if she can communicate effectively with them. And, she adds, since Spanish is a requirement for a degree in the social work area, and she already has three years of high school French, knowing sign and fingerspelling adds to her language knowledge.

Audrey Thibault, wife of Larry Thibault who works in purchasing at RIT, says it's hard to tell anyone why she decided to learn manual communications.

"I saw so many hearing students



LEARNING TO COMMUNICATE— Numerous members of the Greater Rochester adult and college community took advantage of a Free University course in manual communications offered last quarter.

come in and turn away from the deaf because they couldn't communicate. I didn't want to turn my back on people whom I could communicate with if I took the effort to try," she says. "I started at home on my own, fingerspelling what was going on on television, then decided I'd take the course. I'm certainly happy I had the opportunity to do it."

Social Adjustment

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senior hearing students to respond to a series of statements. For example:

"My teachers know what I need to learn better than I do," and "Most students who drop out of college leave because they are lazy." NTID students tended to agree rather strongly with this, while hearing students disagreed mildly. But after 16 months the deaf students were questioned again and shifted their position closer to that of the hearing students.

And to the statement, "I would like very much to join a fraternity," most deaf students mildly agreed, while hearing students mildly disagreed. But again after 16 months, the NTID students' response was similar to that of the hearing students.

Dr. Riffer concluded that the change in the deaf students' attitudes in the direction of mature hearing students was due to the process of maturing and to contact with other deaf and hearing students.

Jewish Leader Speaks to Students

"Hanging above my desk is a framed telegram of invitation to the White House in 1965, and a pen which President Johnson used to sign the Act into Public Law 89-36 authorizing the establishment of the National Technical Institute for the Deaf," said Alexander Fleischman, president of the National Congress of the Jewish Deaf. "That was one of the proudest moments of my life."

Fleischman was in Rochester recently by invitation of the Jewish Deaf Adults of Rochester and the Genesee Lodge of B'Nai Brith. He spoke to a joint meeting of the two groups and to Jewish deaf students attending the National Technical Institute for the Deaf at Rochester Institute of Technology.

He encouraged members of the JDAR and B'Nai Brith to "accept the challenge of being the 'Big Brother' to the deaf (at NTID) and to spearhead a national drive to dissolve the religious void among deaf people.

"The National Congress of the Jewish Deaf stands ready and willing to accept its fair share of responsibility in adopting this challenge as a project," said Fleischman.

Fleischman is a graduate of the New York School for the Deaf in White Plains and is a resident of Washington, D. C. He was a pioneer organizer and the first vice president of the American Association of the Adult Deaf, which he also served as president. He is the advertising manager of the Deaf American magazine and has been on the executive committee and board of the Council of Organizations Serving the Deaf since its founding. He is a member of the Registry of Interpreters of the Deaf and the Professional Rehabilitation Workers with the Adult Deaf.

FAMILY EDUCATION—Dr. Robert Gates, newly appointed assistant dean of the Division of Advanced Studies at NTID and his two children Robbie and Jennifer, enjoy learning time together.



Children Change Philosophy of Gates

"My children have really changed my personal philosophy," says Robert R. Gates, the newly named assistant dean of the division of advanced studies at NTID and father of two.

"They have given a little more meaning to the things I'm doing here at NTID," says Gates of his children, Robbie, 4, and Jennifer, 2.

"I can understand a parent wanting what's best for his child, especially the parent of a deaf child. Before I had children of my own, I was more interested in the academic side of education rather than the personal side," says Gates.

It was with the personal as well as the academic needs of deaf students in mind that Gates and other staff members drastically restructured NTID's Vestibule Programs last quarter.

The Vestibule courses, as they were set up, were "not fully accepted by students and were not meeting the students' needs in the best fashion," says Gates, who served as director of Vestibule Program, a position that has now been modified.

Gates, 33 years old and a man with unbounded energy, says, "I cannot accept the status quo in education. I always have this feeling we can do things better."

He figures it is his job to "bend the system"—to make the institution meet the individual needs of students.

This is especially important for deaf

students, he says, who have "come to communicate and work with ideas."

Gates, a successful administrator with NTID for four years, figures he is where he is today because one person from "the system," a junior high school teacher, took a personal interest in him and "changed me from a smart-mouthed kid into a human being."

It was because of that teacher that Gates became interested in education. But after one year of teaching in a Salem, Oregon, junior high school after college graduation, Gates found himself too unchallenged.

"I considered going into the education of blind or gifted students," he says, "but I finally settled on deaf education because of the tremendous language problems the deaf face, and I've never regretted that decision."

Gates has had many successes in his life, but he has also known something about hard luck.

He has been making his own way, often holding down two jobs at a time, since he was 17 and began paying room and board at home.

His father, now a prosperous owner of three service stations in Portland, Ore., was ill at the time and had just lost his lumbermill business in Santa Rosa, Cal., says Gates.

Gates had both an academic and a football scholarship to go to Oregon College of Education in Monmouth. He was a football and track star in high

school and once won the 100-yard dash against another young high schooler named Mel Renfro, now the star defensive back for the Dallas Cowboys. Gates also ranked academically in the top 10 per cent of all high school graduates in the state of Oregon in 1957.

Gates had to quit Oregon College after his junior year, when the school dropped all athletic scholarships. But much like his own father, whom he says "never let misfortune stop him," Gates returned to graduate after a three-year interval, in which he worked briefly as a milkman, got married to his wife Allane and served in the Army.

Gates worked through his senior year, teaching all day on an internship program, going to college classes during suppertime, sleeping four hours, and then clerking from midnight to 6:30 a.m. in an all-night grocery store.

He went on to get his master's degree in special education from Oregon College in 1965 and his doctorate degree in special education and rehabilitation from the University of Pittsburgh in 1967, all the time holding down a myriad of jobs to pay his way.

In 1965-66, he taught at the Oregon State School for the Deaf and worked nights sorting mail at the post office.

Even today, Gates holds down a second job—but not so much for the money. He is teaching introductory psychology

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'My Third Eye' Provides Insight

"My Third Eye," the title of the production which the National Theatre of the Deaf is performing on its ninth national tour, is exactly what the name implies. It's an extra dimension—a touch of insight—into the world of the deaf and the world of the hearing as the deaf see it.

Any minority group staging its impressions of the majority group is bound to step on toes, but the National Theatre of the Deaf stepped lightly and with humor.

The five-act original performance was progressive in its material and staging from the opening episode entitled "Biography" to the finale "Curtain Raiser" which found hearing and deaf members of the troupe enticing the audience to sign-along in an imaginative and rousing round of "Three Blind Mice," void of voices but heavy on theatrics and finesse.

"Biography," portrayed the lives and impressions of the deaf, but was far from the sympathetic view one might expect from the handicapped. The many-scened episode expressed childhood memories ranging from the dis-

covery of birth control to the realization of deafness during adolescence. Dorothy Miles, a well-known and many-faceted member of the company, was excellent in her original scene depicting her first months of deafness and her realization many years later of the impact her deafness had on those whom she loved.

The second episode, "Side Show," hit the hearing world with its own idiosyncrasies — from dominant fears of touching one another to its dependence on whispering, electronic devices and violence to maintain existence. The staging was excellent, and the scenes themselves seemed almost to embarrass the hearing audience who could recognize its attitudes in many of the situations.

"Medium" proved an explanation of the beautiful and expressive language of sign. It almost created jealousy in those who have never tapped the limitless potentials of silent communication which many deaf depend on daily. The costuming—football jerseys for the men and women in the cast—lent itself to the impression that although

the language of sign is poetic and graceful, it is also a competitive sport with the winner, hearing or deaf, receiving the knowledge and understanding of each other as the spoils.

The fourth scene "Promenade," was reminiscent of the staging used in such recent plays as "Hair" and "Oh, Calcutta." Staged with a billowing expanse of blue velvet, the players expressed dreams and fantasies that were not isolated only to the deaf, but also expressive of many aspects of the hearing world.

Exceptional performances were turned in by Bernard Bragg, one of the best-known mime actors in the world, Miss Miles, Mary Beth Miller, whose physical shape tends to improve her performance, and voice translators, David Berman, Carol Flemming and Kenneth Swiger, who appear truly to understand the world of the deaf.

The National Theatre of the Deaf, which opened its national tour on the campus of Rochester Institute of Technology, seemed to have hit a new high in writing, directing, acting, and most definitely in staging.



FIVE FINGER EXERCISE—Members of the National Theatre of the Deaf used a sequence "Manifest" to explore the unique visual sign language and its nearly limitless potentials for communication.



THREE BLIND MICE—Members of the National Theatre of the Deaf, including well-known mime artist Bernard Bragg (far right) amused the audience during a performance at Rochester Institute of Technology with a sign and finger-spelling rendition of the popular round, Three Blind Mice.



LOOK ALIKES—Mary Beth Miller of the NTD troupe, uses a caricature of herself to describe her personality to the audience during a sequence entitled "Biography."

Experimental Dorm Aids Assimilation

A number of first year students at the National Technical Institute for the Deaf are living in a new experimental dorm situation, and loving it.

Programmed housing, implemented this year by NTID's Department of Developmental Education, involves deaf students living together on dorm floors with two hearing Rochester Institute of Technology students who act as advisors. Twenty-eight males live on one floor of the dormitories with RIT students Bill Higgins, who serves as resident advisor and Dan Garson, who works as social and cultural advisor. Twenty-two girls live on another floor with Margie O'Jea as RA and Simone Wuerslin as social and cultural advisor. All four RIT students are student interpreters.

The objectives of programmed housing are to create an atmosphere conducive to learning, increase assimilation to the RIT environment, inspire independence in deaf students, promote positive relationships with hearing students and to ease the transition from high school to college. And from indications from the NTID students and the RIT student advisors, the idea of programmed housing is definitely a success.

"It's comfortable living in Fish I (the name of one floor)," says Chuck Strupman, an NTID student from Auburn, N.Y. "I picked this floor because I knew the people and because I was educated in hearing schools, I thought I should find out more about deafness and learn better manual communications. It's also easier to learn about RIT because Dan and Bill tell us what we need to know and help us whenever we need it."

Bruce Benjamin, a deaf student from New Haven, Conn., volunteered to live on the floor because "I like to communicate with the deaf and because I like to have a good time, and we really do here."

Dan's job is to make sure deaf students are helped socially and educationally. His big emphasis has been on showing films weekly, and then having group discussions about the films. With 28 students on the floor, Dan and Bill, a photo management student from Newfoundland, Canada, like to think they're successful in the program because an average of 45 deaf students usually show up for the movies. The girls' and boys' floors get together for activities—



A LIVING EXPERIENCE—First year NTID students have an evening of group discussion in their experimental dorm situation. The students participate in a variety of activities from the discussions to doughnut sales.

one was a discussion of Women's Lib.

The four hearing students find that the word spreads quickly that they are there to help the deaf and find that often students who are not on their floors come to them for help and advice.

"What we're trying to do," says Simone, a third year art and design student from Fayetteville, N.Y., "is to get these deaf students to be models for other deaf students."

There are model students on the floors now who are NTID students in their second or third year. Charlie Jones, of St. Louis, Mo., who was elected Mr. NTID by the student body, is on the boys' floor and Darlene Carrus, of Dunkirk, N.Y., and Susan Mozzer, Manchester, Conn., both social work students, are on the girls' floor working with Simone and Margie, who is a

chemistry student from Walden, N.Y.

"Everyone seems to like this," says Betty Bonni, of Des Plaines, Ill. "The cooperation of the people on the floor makes it really worth living here."

Marlene Reddick, Chicago, Ill., feels that living on a floor with interested hearing students such as Simone and Margie is a big help because "they are lending their experience to us."

Janice Bonehill, Scottsville, N.Y., adds that "without them we'd be disorganized. They give us encouragement."

Among the activities on the girls' floor have been a donut sale, discussions with faculty and staff members on various aspects of RIT, and a Christmas party and talent show.

"We want the NTID students to learn

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Father Erdle Enjoys Service to Students

The Reverend Thomas M. Erdle, Catholic chaplain to the deaf at Rochester Institute of Technology, is devoted to his faith—and after a short conversation with the somewhat bashful priest, you find that he's equally dedicated to the deaf of the Rochester Catholic Diocese.

Father Erdle's association with the deaf began in 1961 when he was appointed as coordinator of the church's work with the deaf. Three other priests worked with him in an area "I'd always been interested in."

As a child, Father Erdle's sister had a friend with deaf parents, and he became interested in deafness and learned some fingerspelling.

When it was learned that the National Technical Institute for the Deaf would be coming to RIT, the Most Reverend Fulton J. Sheen, Bishop of the Catholic Diocese of Rochester, gave Father Erdle the assignment of preparing himself for full-time work with the deaf.

A graduate of St. Bernard's Seminary in Rochester, Father Erdle went to New York University in 1967-68 and earned a master's degree in the Psychology of Education, with special emphasis on deaf education. When he returned from NYU, he became totally involved with the deaf. That meant becoming Catholic chaplain to the deaf at RIT and the Rochester School for the Deaf, and ministering to the adult deaf community of the diocese.

His work on the RIT campus, says Father Erdle, "is strictly ecumenical."

"The concept is ecumenical, and I'm available to all the students on campus."

He's on the campus two days a week and finds his calendar filled with appointments to talk to students about their religion, their class problems, roommate problems ("Most definitely roommate problems"), dating and courtship and "occasionally I even hear from a parent regarding his child."

He's in deaf ministry and education not only because it is an assignment, but because he likes the work.

"I find the deaf are very challenging and rewarding to work with," Father Erdle says.

He participates in the Catholic services on the RIT campus each Sunday and finds himself almost as a sounding board when it comes to counseling the students on the Catholic religion.

"Most students like more knowledge

about their religion. Students come in and begin asking questions. They're deepening their understanding of their faith," he says.

At the Rochester School for the Deaf, Father Erdle is responsible for religious education and services for Catholic students. He has begun a project where he's teaching the seminarians at St. Bernard's sign and fingerspelling so that they can teach the religious programs at the Rochester School for the Deaf. At RSD, religious education is optional and at the discretion of the parents.

Father Erdle has also been instrumental in setting up adult continuing education programs for the deaf through the Rochester Community Service Council.

His community work and his work with NTID seem to go hand in hand. He recently took seven NTID students to a Catholic leadership program, and some of those students have become involved in Catholic activities off-campus.

A Rochester native, Father Erdle's only problem is that he doesn't feel enough people in the deaf community know that he is available to them.

"I'm sure I'd be serving many more people if they knew I was here, and if they knew how interested I am," he says.

Children Change Philosophy of NTID'S Gates

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two nights a week to evening college students at Rochester Institute of Technology, the home of NTID.

Gates had some new teaching ideas he wanted to try out on nighttime students, whom, he says, "have a lot in common with deaf students. They've both met major roadblocks in trying to get an education."

Gates is running a classroom in which he, the teacher, is there to help individual students with what they don't understand from their reading and other sources.

"The teacher needs to be a 'learning traffic cop,'" says Gates. "He needs to be there to direct the learner and not to be the principal source of information."

This approach, he says, is aimed at students who are married and are holding down fulltime jobs and who "don't always have the time for a lecture"—the students that Gates well understands.

The only thing he doesn't like about the teaching job is that "it takes away from my evening hours, and my kids are so much fun to be around," he says.

Gates also has taken up some new interests like canoeing. He and his wife (who is president of RIT's Women's Club) went canoeing for the first time down the Delaware River last fall, and he says from the moment he upset in the rapids and broke his thumb against some rocks, "I got hooked on it."



RELIGION AND THE DEAF—Father Thomas M. Erdle (left), Catholic chaplain to the deaf at NTID, converses with Brother D. E. Drohan (right), a teacher at St. Joseph's School for the Deaf in Dublin, Ireland. Brother Drohan visited NTID during a tour of U.S. schools for the deaf.

New Math Center to Tell 'Why'

In applying the traditional methods of teaching mathematics to deaf students, the one major obstacle both the student and teacher run up against is frustration, says John Kubis, chairman of the NTID Mathematics Department.

Because of that frustration, NTID has set up a new Math Learning Center (MLC) intended to personalize the student's course of study in math and allow him to learn the "why" of a math problem as well as the correct answer.

The new system being used in the MLC consists of individualized Modules, or segments of the total course, best equated with a chapter in a book. The students undertake learning and understanding the Modules, and complete them at their own speed and with whatever assistance they need from a teacher.

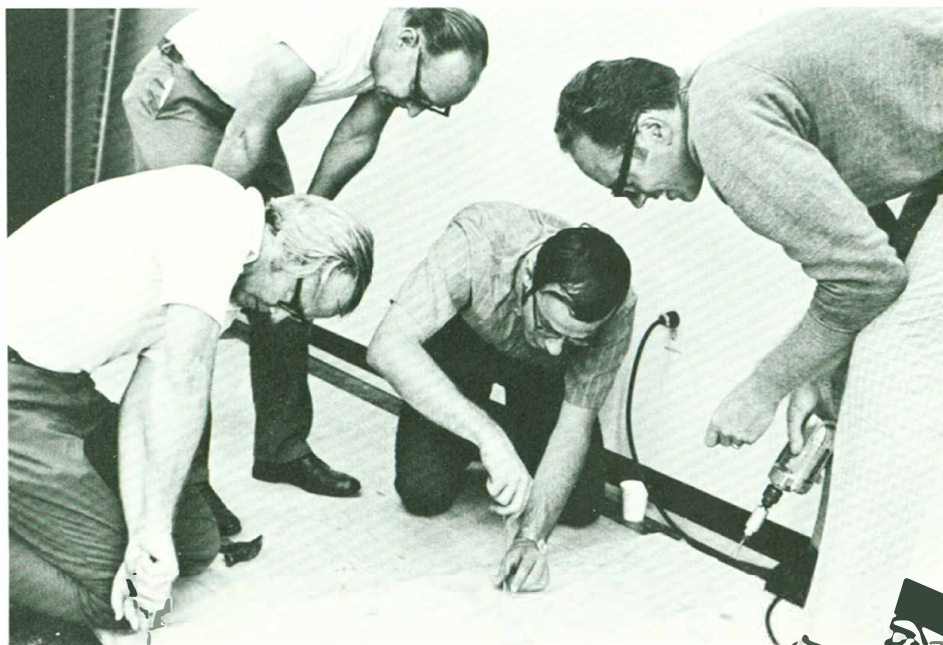
Classes, in the traditional sense of the word, are not held in the Math Learning Center, but rather students are required to come to the center three or five times weekly, depending on the course they are taking, for a progress check. Some students finish their Modules quickly and complete the total course in as little as two weeks, while other students need as many as 30 weeks to complete their program.

All NTID students are not required to take math courses, but those who will use some form of math in their career or who need math credits for graduation are taught through the center.

"The traditional method of teaching math involves a set of rules which students follow," says Kubis, "but the 'why' part is often omitted and some students are never able to figure these 'whys' out."

The "why" concept in math is the reason NTID began experimenting with the Module idea three years ago. The program is evaluated and revised as needed to make the course more accessible to students. A series of continuous loop films and film strips which are intended to complement the Modules and to make mathematics as visible as possible are being implemented.

An important part of the Math Learning Center, says Kubis, is the fact that the students have the freedom to ask individual questions about any Module



FINISHING TOUCHES—Members of the NTID Math Learning Center teaching staff got down on their hands and knees to finish the remodeling work on the new center. They are (left to right) Tom Rucker, assistant professor; John Kubis, chairman; Don Doerfler, instructor, and Lou Hazlett, assistant professor.



CONCENTRATION—Elizabeth Lynch, an NTID student from Middletown, N. J., concentrates on a Module during one of her sessions in the Math Learning Center.

they are working on, and an unlimited time to complete a lesson. Because of this personalized attention to each student's problems or difficulties, much of the frustration has been taken out of the math learning process.

The function of the teacher in the Math Learning Center is to assist students who may encounter learning obstacles and to develop and revise curriculum and learning material as the need arises.

"This seems to be a highly success-

ful method of teaching math to deaf students," Kubis concludes, but adds that the concept has been "blasted by some math educators and praised by others."

His personal and professional evaluation of the Module method of teaching is that the students can grasp a math concept as well as solve the problem.

"The point is that students are understanding what they're learning, not just memorizing a rule of mathematics."



STRESSES SPEECH—Dr. Dennis B. Fry, a world-renowned phonetician, spoke to staff members of NTID and the Rochester School for the Deaf on taking advantage of residual hearing to help deaf children learn to speak.

Guest Lecturer Presents New View on Speech

A new emphasis on teaching the deaf to speak by using the little hearing they have was presented by Dr. Dennis B. Fry, guest lecturer from University College, London, here at the National Technical Institute for the Deaf on Oct. 6.

Dr. Fry, whose visit was made possible through the Alexander Graham Bell Association for the Deaf as part of their foreign lecture series, spoke before the Joint Advisory Committee on Communications Research at Rochester Institute of Technology.

Dr. Fry advocated presenting sounds to the students in words and sentences right from the beginning—rather than the traditional approach of starting auditory training by presenting speech sounds in isolation.

The NTID Communication Center soon will set up a new auditory training program to help deaf students capitalize on their limited residual hearing. About 90 per cent of NTID students have at least some potentially trainable hearing, according to latest NTID statistics.

Dr. Fry, a world-renowned phonetician, is head of the Department of Phonetics at University College. He co-authored "The Deaf Child" and "Learning to Hear" with the late Edith Whetnall.



RUNNING WILD—Bob Backofen, an NTID student who was captain of last year's Rochester Institute of Technology Cross Country Team, runs second in a cross country meet against Roberts Wesleyan College in North Chili, N. Y. RIT's team finished the season with a 14-2 record.

Notetaking Critical at NTID

Notetaking has always been an important part of any student's academic success. But at the National Technical Institute for the Deaf, where many students watch an interpreter rather than take notes, the process of notetaking becomes even more critical.

In the fall of 1967, a year before NTID opened its doors, faculty and staff members recognized the need to develop a notetaking system so deaf students would fully understand class lectures.

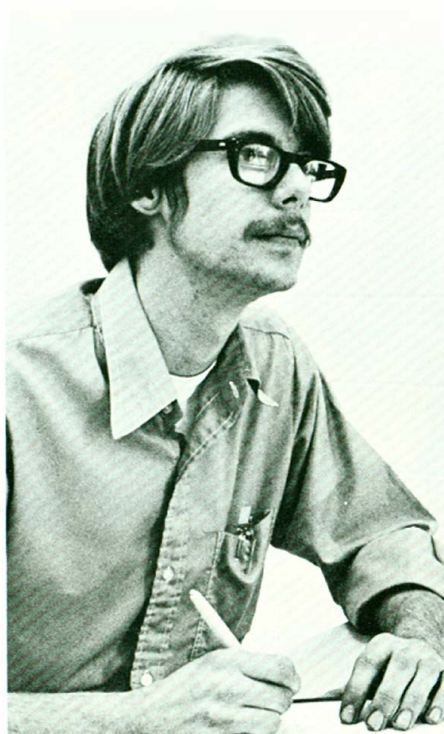
The procedure that NTID settled on was the use of pressure-sensitive paper, each page carbonizing itself on another. The paper, contained in a notebook, was designed for the convenience of the notetaker and receiver. It enabled a hearing student in the class with the deaf to take lecture notes and assignments in duplicate and triplicate, retaining the original for himself and sharing the duplicate copy with a deaf classmate.

The notebook was field tested at the J. F. Rhodes Secondary School in Cleveland, Ohio, where 20 deaf high school students received notes taken by their hearing classmates on the prototype notebook. It proved an immediate success.

In 1968, when the first deaf students enrolled at NTID, the instructors in each class asked for two hearing volunteers to take notes for the deaf students. Each Educational Specialist assigned to colleges within RIT began developing the most effective methods for the taking of notes in particular courses. After the initial period of testing by RIT students, the notetakers evaluated the notebooks and suggestions were incorporated into revised notebooks now in use.

Students were also questioned on the type of notes that should be taken and the effectiveness of notes. RIT students disagreed on the importance of detail in notetaking, but in most instances it was indicated that detailed notes are of more assistance to the deaf student than to the hearing notetaker.

The notetaking procedure was originally designed to have two hearing students taking notes for each deaf student. Now only about 10 per cent of the deaf students receive double notes and 85 per cent are getting notes from one RIT student. The balance of the



HELPING HAND—Herbert E. Nelson, a sophomore RIT engineering student from Fairport, N. Y., takes duplicate notes on the pressure-sensitive notebook during an engineering lecture.

notes are being taken by staff members.

Liz Rifkin, assistant educational specialist in the College of General Studies, feels that many notes taken by hearing students are inadequate for the deaf who do not have total recall of the lecture material. She also finds that in many instances, hearing students do not sufficiently define new vocabulary used in lectures.

Research Helps Students Succeed

How deaf students function in a classroom of hearing students is the subject of a research project being conducted by Dr. James MacDougall, a research associate and assistant professor at NTID.

MacDougall will be trying to determine "what is the best system of learning and communication" for the deaf students who are cross-registered into Rochester Institute of Technology classes.

As part of his research, MacDougall

Because of the notetaking problems, Mrs. Rifkin began attending classes in Western Civilization and taping the lectures. Her notes from the tapes were duplicated for deaf students, placing special emphasis on proper paragraph division, bold facing the most important points and clearly defining the class assignment. Last year's notes are still relevant to this year's lectures, and she feels the students have faith in the accuracy of her notes and have begun coming to her for other classroom help.

A big problem remains in recruiting hearing volunteers to take notes. Most educational specialists feel that RIT students don't believe they are qualified to take notes, while others cannot participate fully in class discussions if they are confined to notetaking.

Pat Mudgett, assistant educational specialist in the College of Science, feels that a shortcoming of the notetaking system is that the notetakers and receivers only have contact with each other when the notes are passed. Both Pat and Mrs. Rifkin hope to initiate a social program so that the hearing and deaf students can discuss the notetaking process and define the personal needs of both the receiver and notetaker. The relationship, therefore, can be more relaxed.

A recent survey of support services for deaf students in regular RIT classes disclosed that while most NTID students rank notetaking high as a necessary service, the present system is not without its limitations.

Concerned professionals in all areas of NTID are constantly working to improve the notetaking program. Everyone agrees that the process will be continually revised to help deaf students gain academic success.

will investigate how successful are classroom services for deaf students such as notetaking and translating of the lectures into sign language.

MacDougall came to NTID in September from Memorial University in St. John's, Newfoundland, where he was a research fellow with the Institute for Research and Human Abilities.

He has a master's and a doctorate degree in psychology from McGill University in Montreal, and a bachelor's degree in psychology from Carleton University, Ottawa, Canada.

Students Campaign to Aid Nature

Ecology and the environment are high on the priority list for college students these days, and two students at the National Technical Institute for the Deaf have begun a campaign to aid nature.

The students are Paula Lorenz, a first year student from Montgomery, Ala., and Bob Marcus, a third year student from Detroit, Mich. Paula became interested in ecology and discovered that hearing aid batteries worn by NTID students contain a substantial amount of mercury, one of the major hazards to the environment. She got Bob to read some of her research material, and the two of them decided to begin a campaign to save and recycle the batteries on campus. They enlisted the help of NTID audiologist, Dr. James Andruess, and worked on a battery collection system.

The life-span of the batteries is anywhere from a week to a month, and with most of the 330 deaf students on the Rochester Institute of Technology campus using hearing aids, they hope to collect a fairly large volume.

Paula, who aspires to be a conservationist, feels that it is the job of college students to get on the ecology bandwagon "because most adult Americans are too lazy to do anything. They could be doing more for the environment by saving and collecting all recyclable items. But they don't, so college students have to," she says. Paula also hopes to reactivate an ecology club (now defunct) on the RIT campus.

The deaf community in Rochester has also asked to have help in the collection of hearing aid batteries. The Hearing Aid Dealers Guild of Rochester has initiated a campaign whereby Rochester area customers bring in their old batteries to the dealer, who sells them back to the manufacturer. The batteries collected from NTID students also will be forwarded to the Hearing Aid Dealers Guild of Rochester and sold to the manufacturer. The combined community and NTID profits will be donated to the Rochester Hearing and Speech Center.

"It is a small contribution for all of us to make," says John H. St. John, Jr., president of the local Guild, "but every little bit helps in the fight against pollution."

Experimental Dorm

Continued from Page 10

what's going on at RIT and in the world," says Garson, a photo illustration student from Woodbridge, Conn.



POLLUTION FIGHTERS—Bob Marcus of Oak Park, Mich. and Paula Lorenz, Montgomery, Ala. begin sorting the hearing aid batteries they have collected from NTID students. The batteries will be recycled and the profit turned over to the Rochester Speech and Hearing Center.

"They come from different backgrounds and educations and living like this helps them adjust to a new way of life."

Ralph Witnitzer, New York, N.Y., sums up how all the students feel about programmed housing. "It seems easier for deaf students to adjust to a hearing college under this experimental dorm situation. By having deaf students on a floor with hearing students who understand deafness and can communicate, the adjustment is far better for both hearing and deaf."

Naud Appointed

Jean-Guy Naud has been named an Educational Specialist by the National Technical Institute for the Deaf. He will serve as liaison for students who are cross-registered in the College of

Graphic Arts and Photography of Rochester Institute of Technology.

Naud will be responsible for assuring that deaf students receive classroom interpreting, tutoring, notetaking and any other support services needed for academic success in graphic arts and photography programs.

Naud is a graduate of RIT (B.S.) and is currently working on his master's degree in printing technology at RIT.

Prior to joining the NTID staff, he was a member of the RIT photography faculty. He became an Assistant Educational Specialist in 1969 and has also served on the faculty of NTID's Division of Technical Education.

A member of the Society of Photographic Scientists and Engineers and Delta Lambda Epsilon, a professional photographic fraternity, he is a native of Sept-Îles, Quebec, Canada.

NTID to Host Junior NAD Convention

The Junior National Association of the Deaf will hold its biennial convention on the campus of Rochester Institute of Technology, June 11-14, 1972. Members of the student body of the National Technical Institute for the Deaf will serve as hosts for the convention.

The Junior NAD is supported by the National Association of the Deaf and has chapters in schools and classes for the deaf throughout the United States. One hundred and fifty student delegates and 50 advisors are expected to attend the convention.

Mary E. Switzer 'A Great Lady'

Mary E. Switzer, a member of the NTID National Advisory Group, died in October after a brief illness. Miss Switzer served as chief of the social and rehabilitation programs in the Department of Health, Education and Welfare from 1950 to 1969, and was a lifelong member of such organizations as the Easter Seal Research Foundation, the Association for Aid to Crippled Children and the Rehabilitation Fund and the Menninger Foundation.

"Mary Switzer made an outstanding contribution to the education and rehabilitation of the handicapped," said Dr. Robert Frisina, director of the National Technical Institute for the Deaf. "Those who came to know her were kindled by her spirit and zest for 'making a difference.' She was an exceptionally creative public servant, a great lady, and a treasured colleague."

ntid focus

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AN INSTITUTION TAKES SHAPE—Constructional steel is now in place for one building of the three-building complex which will house the National Technical Institute for the Deaf. The complex will be completed in 1974.