

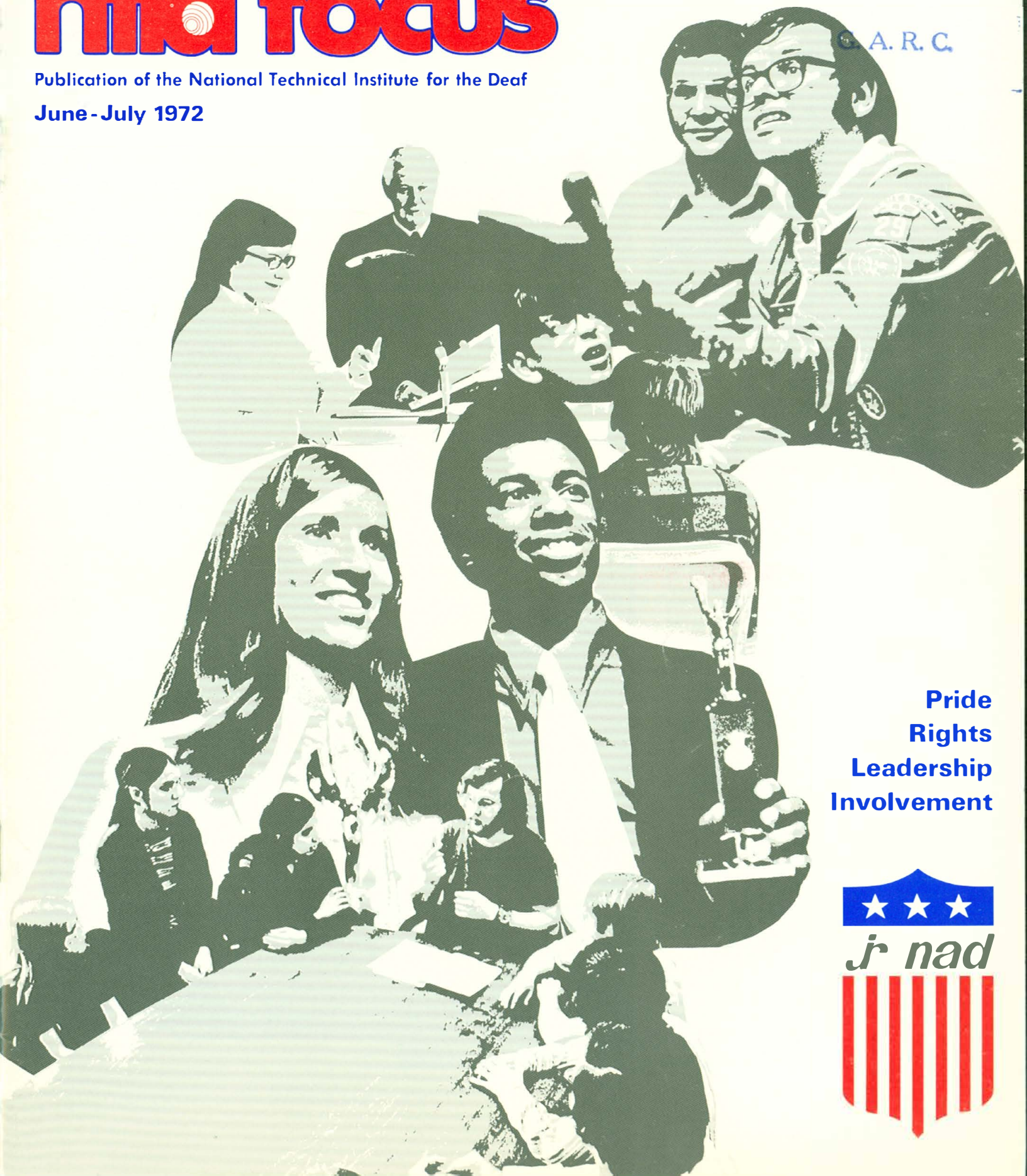
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# **ntid focus**

Publication of the National Technical Institute for the Deaf

June-July 1972

A. R. C.



**Pride  
Rights  
Leadership  
Involvement**





# NTID to Host Junior NAD

## Convention Sets Involvement As Major Theme

A trip to Niagara Falls, a show at a planetarium, a taste of college dormitory life, and lots of opportunity for self-expression and leadership.

This is what's in store for high school delegates to the Junior National Association for the Deaf biennial convention, June 11-14, at Rochester Institute of Technology (RIT).

Students from the National Technical Institute for the Deaf (NTID) at RIT are planning and hosting the convention. The theme will be "Speak Up: Recognition Through Involvement Is the Answer." And that is exactly what NTID students want the delegates to do: Speak out and become involved.

"Leadership" will probably be one of the most often heard words at the convention. NTID students will kick off activities with a three-hour leadership training session the night the delegates arrive. The idea will be to get delegates, observers and advisors involved in discussions and "leadership exercises" that will help them get to know and trust each other and to feel free to express themselves.

Leadership also will be the basis on which the Jr. NAD Youth of the Year and Miss Jr. NAD will be selected. The two top delegates will be chosen at the banquet on the final night, based on their total contribution and performance at the convention.

In the past, the choice was made on the basis of a talent show, but not this year. "The goal of the convention is to encourage delegates to become leaders, and just because a person is good in an acting role does not mean he will be good in a leadership role," says Darlene Carrus, convention entertainment chairman and NTID student from Dunkirk, N.Y.

One highlight of the convention, the Niagara Falls trip, will be conducted Monday, June 12, in both the afternoon and evening. There also will be a trip Wednesday morning to the Strasenburgh Planetarium in Rochester, which presents captioned slides on its planetarium dome.

Four workshops are scheduled for Monday and Tuesday. But unlike past conventions, Jr. NAD delegates, rather

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# Tournament Highlights Best Works

It was student creativity, initiative—and beauty—all the way during April when students enrolled in the National Technical Institute for the Deaf participated in the NTID Cultural Week.

Cultural Weeks were held all over the country under the auspices of the National Association of the Deaf, and winners from the various competitions will meet in Miami, Fla., in July to compete for top honors at the National Association of the Deaf Cultural Tournament.

The girl crowned "Miss NTID" will compete in Miami for the national title of "Miss NAD."

The cultural tournament was held for two days under the direction of Ellen Liedtke, an NTID student from Towanda, Pa., and Joan Dickson, a deaf employee in RIT's Registrar's Office, who served as faculty advisor.

"The Cultural Tournament was a grand success," says Ellen. More than 1,000 people attended the presentations.

On Friday night, April 14, there were displays of students' personal hobbies and crafts and a group of stage performances. All were judged by a panel consisting of NTID and RIT faculty and staff, representatives from the Rochester School for the Deaf and members of the community.

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**QUEENLY BEAUTY**—Jorjan Neri of St. Charles, Ill., awaits the presentation of a trophy by NTID director Dr. Robert Frisina after she was crowned "Miss NTID" during the Cultural Week sponsored by the National Association of the Deaf.

**GREAT ADMIRATION**—Mary Josselyn of Natick, Mass., admires the crocheting skills of Debbie Helwig, from Park Ridge, Ill., an exhibitor in the displays section of the competition.





# NTID to Host Junior NAD Convention

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than deaf adults, will be the main workshop speakers.

Daniel Langholtz, NTID student from Dobbs Ferry, N.Y., and workshop chairman, explains the four workshop topics:

1. "In Order to Receive, One Must Give"—Deaf people have been on the receiving end of help so much, and it is time to turn around and start doing some giving.

2. "Student Council, Its Purpose"—The student council in the high school program is a good place for deaf students to cope with their problems.

3. "Deaf Pride, Its Purpose"—Deaf students should be aware of the contribution made by deaf people to education, government, the arts, etc., and should take pride in themselves as deaf people and pride in their work.

4. "Your Awareness of Your Legal Rights"—Deaf people, generally speaking, are not familiar with the legal system and how it can work to their best advantage. More facts should be made available.

The delegates have been asked to write an essay on one of these topics, and those who submit the best essays will be chosen to speak at the workshops. Only in the case of the workshop on legal rights will an adult speak. He is Lowell J. Myers, a deaf lawyer from Chicago, Ill., author of the pamphlet "The Law and The Deaf," as well as other books about law cases involving deaf persons.

"We want the students to be the center of the convention," says Convention Chairman Susan Mozzer of Manchester, Conn. "Students will have a chance to demonstrate their leadership skills throughout the convention, in the workshops, the cafeteria, dormitories and on the field trips. We don't expect to create leaders in three days, but we do hope to convey to the delegates the general idea of leadership so they can go back to their chapters with some understanding of how to assume a leadership role."

Some 150 delegates and 200 observers and advisors are expected to attend the convention. They are selected by the 63 individual Jr. NAD chapters throughout the country.

This is the third Jr. NAD convention; the previous two were held at Gallaudet College in Washington, D.C.



**DRAWING HONORS**—Farid Bozorgi of St. Clair Shores, Mich., proudly displays his drawings which won him top honors in a section of a Cultural Week contest held at NTID.

## Student Talent Demonstrated In Cultural Week Tourney

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First-place winners in the displays are:

Painting—Chris Roebuck of Santa Clara, Cal.; Chess—Jesse Pearson, LaMesa, Cal.; Drawing—Farid Bozorgi, St. Clair Shores, Mich.; Creative Poetry—Belinda Greenwood, Odessa, Tex.; Photography—Clayton Valli, Seabrook, N.H.; Personal Hobbies—Alan Gifford, Fairhaven, Mass.; Embroidery—Gayle Weber, So. Milwaukee, Wis.; Crocheting—Fanny Tverski, Oceanside, N.Y.; Sewing—Debbie Fiebelkorn, Williamsville, N.Y.; and Knitting—Cynthia Jeffery, Springfield, N.J.

First-place winners in the stage performance category are: Songs—Phil Rubin, Chicago, Ill.; Hymn Singing—Deborah Cobb, Hilton, N.Y.; Poetry Recital—Theresa Szupica, Milwaukee, Wis.; Dance—Debbie Helwig, Park Ridge, Ill.; Pantomime—Ronald Trumble, Jacksonville, Fla.; and Short Story Dramatization—Sonny Hottle, Mulvane, Kan.

The highlight of the event was on Saturday, April 15, when the "Miss

NTID Pageant" was held. Before a backdrop of red and white satin, Jorjan Neri, of St. Charles, Ill., was crowned "Miss NTID" from a field of seven semi-finalists. Sixteen girls began in the original competitions which included categories of talent, evening gown and hot pants. Three finalists each had to answer questions pertaining to their academic studies and prospective careers.

Jorjan's court includes Barbara Ray, first runner-up from Huntington, W.V., and Cheryl Boyd of Chalfont, Pa., second runner-up. Jorjan also received the Miss Congeniality trophy. Barbara was named Miss Evening Gown and Cheryl received the award as Miss Talent. Mary Christopher of Andover, Mass., was named Miss Hot Pants.

The queen was crowned by Dr. Robert Frisina, director of NTID, and Douglas Burke, founder of the NAD Cultural Tournament put the robe on the queen. The robe and crown were designed and made by Valerie Lee of Glenshaw, Pa.



# Deaf Art Majors Aid RIT Scholarship Effort

Two NTID students, Judy McClain and James W. Banton, built a pot of gold that had something in it for everybody.

The pot of gold was the focal point of a three-dimensional stage setting which Judy and Jim designed for the RIT Women's Club "Dollars for Scholars" dance, March 11. The decoration idea won a \$25 savings bond for each of the two art students. And the pot of gold yielded almost \$1,000 for the Women's Club scholarship fund.

The decorations were "fantastic, really different and quite unique," said one Women's Club member. The club has always done its own decorating in the past, but decided this year to give students a chance to become more involved.

The decoration contest was opened to all applied art students in NTID's Visual Communications Program. Jim, a second-year student from Detroit, Mich., is interested in costume and stage designing. Judy, a second-year student from Highland Park, Mich., plans to enter the field of advertising design. She has been art chairman of

the NTID Drama Club for the last two quarters.

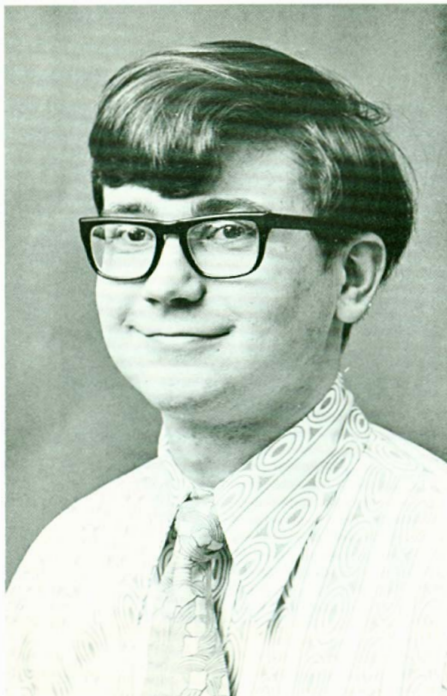
The two students have worked as a team on other class projects. "In fact, they have gotten it down to a science," says their instructor Tim Ferguson.

"The idea for the decorations was



**PARTNERS**—James W. Banton and Judy McClain teamed up to design the winning decorations for the RIT Women's Club "Dollars for Scholars" dance.

## Whitcher to Co-op with Xerox



**TIMOTHY WHITCHER**

Timothy J. Whitcher, 20, a sophomore electrical engineering student, has been offered a co-op job with Xerox Corp. in Rochester, which will give him work experience in every area from management to engineering to research and development.

Whitcher, of North Tonawanda, N.Y., is the first NTID student to be offered a co-op job of such scope. Co-op jobs for most deaf students have carried more limited responsibilities.

Whitcher, who has been deaf since birth is enrolled at Rochester Institute of Technology through NTID.

Right at the very top of his engineering class at RIT, Whitcher has maintained a 4.0 grade point average every school quarter and recently was awarded the Outstanding Freshman Engineering Award by RIT's Tau Beta Pi national engineering honor society. Last year, Whitcher received NTID's highest scholarship award, based on his grades.

Like many other RIT and NTID students, Whitcher is taking part in a co-

operative work-study program, which allows students to get on-the-job practice while going to school.

For three years beginning next January, he will alternate working at Xerox for 10 weeks and going to school for 10 weeks.

His ultimate career goal is to work at developing and finding new uses for computers and telemetry systems. "Rather than advance pure knowledge, I would like to apply it," says Whitcher, describing his goals in life. "We have all this scientific knowledge floating around, but nobody knows what to do with it. Take nuclear fusion, for example—everybody knows how to produce it but no one knows how to harness it," he says.

A graduate of North Tonawanda Senior High School, Whitcher is at NTID on a \$154-a-quarter New York State Regents Scholarship and a \$2,000 C.C. Sleck Memorial Scholarship given to him by the Spaulding Fibre Co. in N. Tonawanda, where his father is an employee.



## A Mini-Business

# Photo Finishing Lab Boosts Skills

It's almost a mini-business.

Ten people keep regular working hours, perform a service for the public, work on the most modern and up-to-date equipment and have a finished product that any employer would be proud of.

But it's not a business at all. It is the education that students at the National Technical Institute for the Deaf are receiving which will qualify them to be competent and valuable members of the photo finishing industry. Jean-Guy Naud, NTID's educational specialist in the College of Graphic Arts and Photography and the person who wrote, designed and set up the photo finishing program for the deaf students, refers to this form of education as an on-campus cooperative educational experience.

"The students are running an actual job simulation," says Naud, "and we feel that this system is as good, if not better, than actual co-op experience."

This program, like all others available to the NTID students, was established because of a need within the photographic industry for qualified and well-trained professionals. Many of the deaf students have an interest and aptitude for photography, and the photo finishing field, says Naud, "is one of the areas within photography where there are many jobs available."

The lab which the students use was set up last summer with equipment made available by NTID and Rochester Institute of Technology, NTID's sponsoring institution. The equipment from RIT was given in conjunction with Master Photo Dealers & Finishers Association's James E. McGhee Professorship. The professorship is awarded to RIT "because the Institute is generally acknowledged to be the outstanding educational institution in the photographic field," and is held by James E. McMillion, Jr.

Naud and the students spent fall quarter uncrating the equipment, cleaning and assembling it, and setting up.

"It was a very worthwhile experience that the students will probably never get again," says Naud.

The lab is operable now with both RIT and NTID students working in it. The 10 NTID students work in the lab between 8 a.m. and noon each day for a total of 20 hours a week. They do the photo finishing work for film given to

the RIT Bookstore and the Tunnel Shops (student-operated shops in the RIT dorm area) for processing. Work is also done for the Media Design Center at RIT and the School of Photography. All the lab's work is non-profit, except for educational value.

Students enrolled in NTID's Visual Communications Technologies program in the Division of Technical Education, spend the second year of their

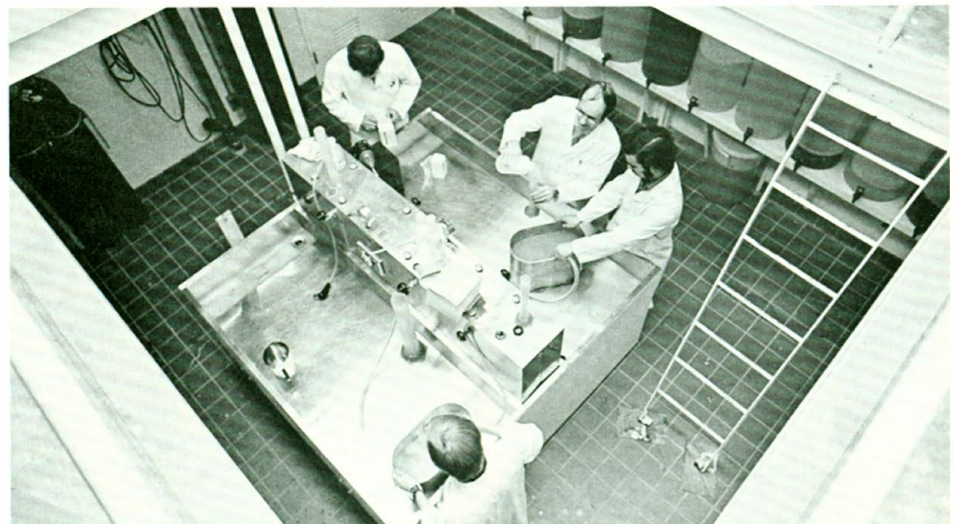
education in the specialized lab. The first year's work is in general photography. At the end of the two year program, the students are qualified for employment as custom color printers, photo technicians and photo lab assistants.

Naud believes that the students receive a strong basic knowledge of photography and photographic materials and will have a broad enough back-

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**LAB MANAGEMENT**—Sylvester "Sonny" Hottle (sitting), of Mulvane, Kan., traces back customer's order with help of Jean-Guy Naud, NTID educational specialist.



**MIXING ROOM**—Small batch of chemicals is mixed by Lawrence Harris, of Chicago, Ill. (top left); Jean-Guy Naud, NTID educational specialist; Dean Katsanos, of Piedmont, Cal.; and Ronald Dunn, of Pevely, Mo.



# Photo Lab

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ground that will enable them to adjust quickly to the continuing changes in photography which they'll encounter on the job.

"They will be much more valuable to the employer than someone who is learning the entire trade on-the-job," says Naud.

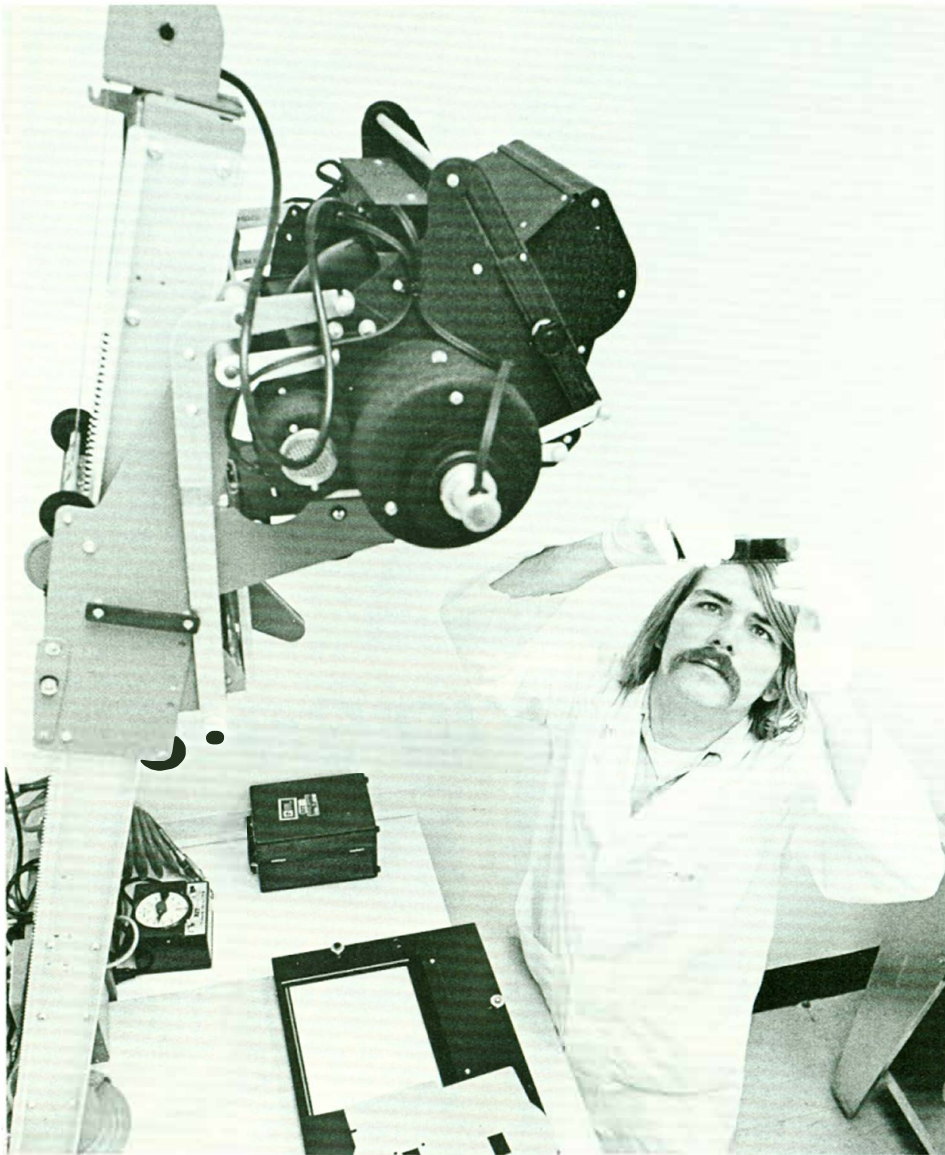
Students also receive an introduction to the management end of photo finishing, such as cost estimation, billing, how to set up a lab, how to get the most efficiency from the machinery and manpower and other management procedures.

Vern Davis, chairman of the Visual Communications Department, points out that all the students are qualified to do the printing work before they are allowed to work on customer's film, but says that the experience doing the customer's work is invaluable.

"It is also a valuable tool to use in showing prospective employers and members of the industry what we're doing here," Davis says. "They can see exactly how good the students' education is."

Naud and Davis agree that photo finishing as an occupation for aspiring photographers is often their "bread and butter," while they do their creative photography as a side line or hobby.

"We also find that the knowledge of photo finishing stimulates students to go on and learn more about photography," says Davis. "But while they're learning more, there's usually a job available for them in any town, big or small."



**CHECKING NEGATIVE**—George Payne, of Louisville, Ky., identifies negative number in preparation for color printing.



**INSPECTION**—Dean Katsanos, of Piedmont, Cal., inspects a full roll of photo prints for corrections and changes.



**NAVY BUSINESS**—William Keller, a supervisor with the Navy Publications and Printing Service, discusses the day's work with William C. Davidson, an NTID graduate who is making the way for other deaf students who are studying printing management.



## *Employer Evaluates NTID Grad*

(Editor's Note—William C. Davidson, 32, a native of Seattle, Washington was the nation's first deaf person to receive a college degree in printing management. Davidson graduated from Rochester (N.Y.) Institute of Technology, the home of the National Technical Institute for the Deaf, in June 1971. Davidson was a test case for admitting other deaf persons into printing management programs at RIT. Now, after almost one year on the job, Hoyle Z. Chancellor, director of Operations with the Navy Publications and Printing Service at the Washington Navy Yard in Washington, D.C., candidly rates Davidson's performance and the potential for other deaf persons in printing management.)

**Q. Who contacted you about Bill Davidson?**

A. We had visited a number of schools including RIT and we wanted to get as many candidates for the job as we possibly could. During one visit Bill's name came to light as being a real smart fellow. Bill offered so many of the qualities we were looking for.

**Q. Does Bill supervise other employees?**

A. No, Bill does not supervise anybody, but I'm not sure that he doesn't have the ability. As he progresses, there will be times when this will be necessary. He is now in line for a promotion.

**Q. What grade is he in now?**

A. He's a grade five now. He's being promoted to seven. And there's no rea-

son to think that he won't go higher. I believe once Bill gets to the twelfth level he's probably going to be in the position of becoming highly specialized, a technician who works by himself. If it wasn't for his handicap, he would be dealing with the public, managing others and doing extensive telephone work.

**Q. What kind of projects is he working on?**

A. Primarily equipment. He's working on transactions involving the acquisition, the purchase, and the payment of invoices for equipment. It's all paper work. It has nothing to do with actual hardware itself. He has been able to absorb so much so quickly that he can do these things with a minimal amount of supervision. He's doing a real good job from the standpoint of being able to absorb and translate. He's very, very good on details, too. Bill has an unusual knack of going through a file and figuring out immediately if there's any correspondence that's missing.

**Q. So actually he's helping with quality control?**

A. Yes, he is. He's gifted in this direction. He's very, very precise.

**Q. Does Bill fit well into the entire operation?**

A. At first I was somewhat worried in a sense as to how we were going to be able to use Bill. But no more. I can see where we could use him very, very effectively.

**Q. Would a deaf person like Bill also**

**be able to fit into private industry as far as you're concerned?**

A. Yes, as a technician in private industry.

**Q. Would you as an administrator recommend other deaf persons who are capable of doing what Bill has done and possess even better language skills of going into printing management? Are there job opportunities for technically skilled deaf persons?**

A. Definitely there are. I think there are more opportunities from the technical point of view, that is, operating equipment and things of that sort.

**Q. But what about the opportunity for someone who has gone through the management process as Bill has?**

A. I have no reservations whatsoever if the people are as smart as Bill is and show the willingness that Bill has shown. I would say, yes, that there is definitely an opportunity for additional people of this caliber. But I believe that Bill shows exceptional skill and determination to do well.

**Q. We have some NTID students below the management level who are acquiring the skills to operate the latest machinery and learning the highest quality techniques in printing. Is there a place for them?**

A. The Operations Division, principally the Printing Office Branch, offers the best opportunity for this kind of talent as opposed to the other divisions we have. Bill Davidson, for example, works pretty much independently—or without

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# Employer

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having to communicate with the outside so to speak.

**Q. I know that Bill was having trouble getting private industry to give him a chance, primarily because of his communication problem. Also, it's been said that government can often be a "haven" for people who cannot get a job in private industry. Do you think that that type of attitude is true?**

A. In Bill's case, I think it is false. I think Bill really has enough self assurance and determination and plain old common sense to be able to make his way. He has made his own way here, I know that.

**Q. Do you feel the demands in government work are as great as industry on a worker?**

A. I don't believe that the demands are as immediate. For example, for people in industry the name of the game is profit. If you don't produce in industry, they soon find you out and you don't stay around very long. In government, the name of the game is not profit, it's other things. So from that point of view, I believe that a person could survive longer in government than he could in industry.

**Q. Are you saying that in Bill Davidson's case, he would do just as well in industry as he does in government?**

A. Probably, because Bill, I believe, has the staying power to do good. Of course, his handicap is something that, in this particular case, he has made tremendous strides to overcome. There are so many other things he possesses, that his handicap is just a minimal thing.

**Q. Do you feel that a handicapped person has to work harder to demonstrate his ability and to advance as opposed to any other person coming into a job?**

A. Yes, I do. I really do. I think it's primarily because people really can't put themselves into the same shoes of the handicapped person. They can't appreciate his particular handicap and so as a result the handicapped person wants to work that much harder to show what he can do.

**Q. With Bill Davidson as a test case for deaf students entering printing management, would you say that he has passed the test as far as you're concerned?**

A. Yes, in his present job. I've never worked with anyone like Bill before in my life. It's been quite a rewarding experience for all of us.



**NAG ADDITIONS**—Katie M. Brown (center) of Chicago, Ill., newly appointed member of NTID's National Advisory Group (NAG), chats with Dr. Robert Frisina (right), director of NTID, and W. Dexter Douglass, another new NAG member from Tallahassee, Fla.



**VISITING FACULTY**—Marvin Sachs, a faculty member in the Math Learning Center, was NTID's first representative in an exchange program jointly conducted by NTID and the American School for the Deaf in West Hartford, Conn.



**INFORMATION EXCHANGE**—Representing the American School for the Deaf in the exchange program was Mike James. Here, Mike (center) discusses his experiences at NTID with (left) John Kubis, chairman of NTID's Mathematics Department and (right) Dr. Robert Frisina, director of NTID.



# Interpreting Program Bridges Gap In Education For NTID Students

Members of the Interpreting Services staff at the National Technical Institute for the Deaf judge their effectiveness by various standards. But according to Jim Stangarone, coordinator, one of the best indications of success is the fact that they get almost no negative feedback from deaf students who depend on the interpreters during a good part of their academic careers.

"Our interpreters relate well to the students," Stangarone says. "We're well respected by the students and the classroom teachers and we're striving to be as professional as possible in our jobs."

NTID presently employs six full-time interpreters, five part-time and 28 Rochester Institute of Technology student interpreters. Two full-time staff members, who are also interpreters, serve as assistants to Stangarone, and seven NTID faculty members also are available for interpreting assignments.

Among the different categories, interpreters spend about 500 hours a week in the classroom. The full-time people, including Alice Beardsley, Richard Fendrich, Paul Greenley, Bill Moody, Dan Smialek, Rachel Simons, Mickey Jones and Rich Nowell, spend 25 hours a week per person in the classroom. Their additional time is devoted to teaching courses in manual communication to faculty and staff, in expanding the sign language in technical and vocational areas, and working on other projects. The RIT

students devote as many as 15 hours each in the classroom, but spend extra hours interpreting at RIT sporting events, campus organizational meetings, in the dormitories or helping deaf students with personal requests, such as making phone calls.

Training in the field of interpreting is, at this point, rather limited, says Stangarone. Only one full-time interpreter has had training as an interpreter, but about half of them do have a college degree. Most of the interpreters gained their experience through some sort of exposure to the deaf.

NTID has developed its own interpreter training program for student interpreters. Each year, RIT students volunteer to go through the training program. The students all have some knowledge of manual communication before they begin an eight-week intensive course. About 20 students are chosen from an average of 80 volunteers, and the program is held during the RIT summer session.

Besides learning the language of signs and fingerspelling, the students become knowledgeable about the causes and effects of deafness and philosophies of deaf education. They live with deaf roommates during the summer school program and help in the adjustment of newly enrolled NTID students who receive their orientation to NTID and RIT during the summer.

The main function of the interpreter in the classroom situation is to interpret for deaf students who are cross-

registered through NTID into one of seven colleges within RIT. These students attend classes with their hearing peers and need the services of interpreters in order to grasp the information being presented to the total class. Also available as a support service to the deaf students is notetaking, where a deaf student receives duplicate notes taken during class by one of his hearing classmates.

"This program is unique because of the extensive amount of interpreting in both liberal arts and technical areas," Stangarone says. "In most places, it's one or the other."

But, Stangarone points out, "We do all the interpreting word-for-word, verbatim; we don't listen to what the teacher is saying and then change it into our own words. We want the deaf to get the exact information that the hearing students get."

The interpreters are placed in the various colleges and programs by interest and aptitude, and one full-time interpreter is assigned to each of the RIT colleges. One interpreter, for example, has been interpreting in the printing area since NTID first enrolled students on the RIT campus. "She could get a degree, at least an honorary one," Stangarone says.

Stangarone feels the future development of interpreters here and on other college campuses is associated with more education, primarily on the associate degree or B.S. degree level. With more college training available

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**PROBLEM SOLVERS**—NTID's fulltime, professional interpreters get together at weekly staff meetings to keep department running smoothly.



**WITH EXPRESSION**—Professional Mickey Jones (right) interprets for Louis Neff's College of General Studies class.



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for interpreters, they will be able to serve the dual purposes of interpreting and tutoring students in degree programs.

But right now, Stangarone is pleased to point out that the NTID interpreting staff is serving a special purpose to the deaf students and to the general profession. The staff is working with the National Association of the Deaf and other colleges throughout the country to develop new technical-vocational sign language, and many schools and organizations look to NTID for information on signs and methods of teaching them.

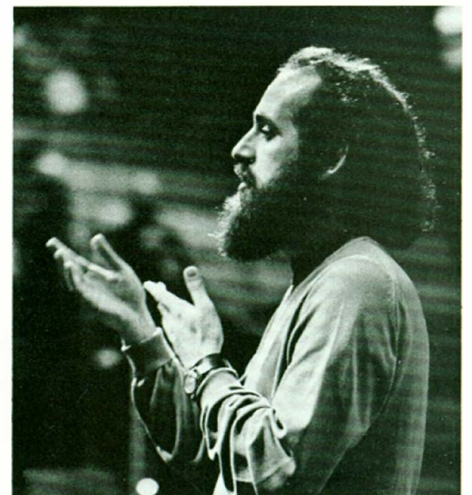
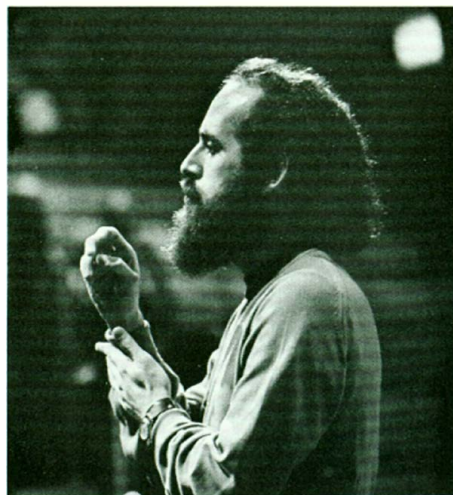
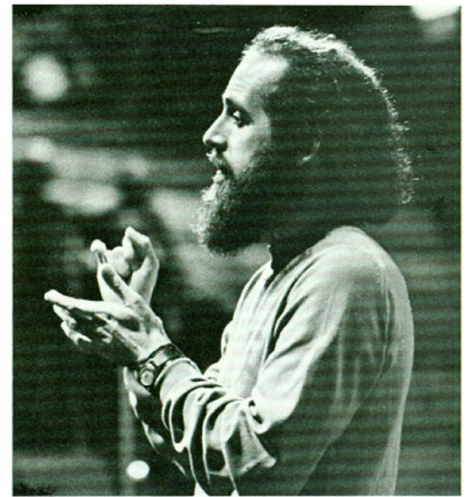
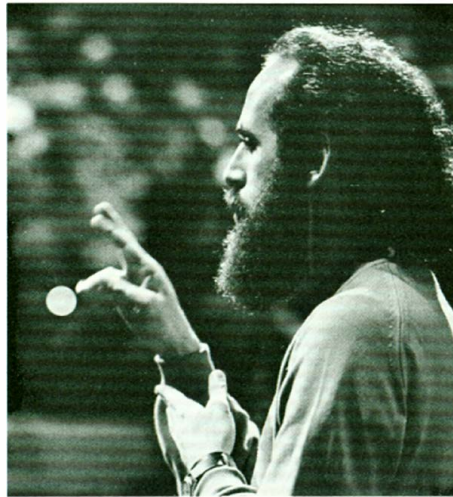
"We're such a large program," says Stangarone, "that we are serving as a model for other programs."

A recent innovation in the program has been the wearing by all interpreters of solid dark clothing so that their hand motions can be more easily distinguished, and the use of lapel pins to signify that they are interpreters.

"That way, when a student on campus needs some help, he can recognize an interpreter," says Stangarone.

Interpreters are encouraged to join the Registry of Interpreters for the Deaf, adds Stangarone, who is president of the New York State chapter, so they can "exchange ideas and solve problems collectively. It assists us in being more unified in our efforts with the deaf."

Interpreting procedures and techniques are being constantly revised so that they best meet the needs of the deaf students, and at NTID, "there is nothing yet that we've found that can replace this service to some students," he concludes.



**INTERPRETING IN ACTION**—Speed and accuracy are both necessary when interpreting. The interpreter is Richard Nowell, supervisor of Interpreter Service Development.



# Deaf Parents Influence Stangarone

Jim Stangarone says his deaf parents brag that he learned many basic signs even before he learned to speak. He certainly isn't going to argue the point because today, the ability to sign and speak go hand-in-hand for Jim who is coordinator of Interpreting Services at the National Technical Institute for the Deaf.

"I guess what really influenced my life is the fact that I have deaf parents," says Jim. He and his brother are both hearing, although there are other family members who are deaf.

"I had to be responsible and more independent at a younger age than most kids," he says. "I was the main source of communication for my parents in their relationship with hearing people."

Through his career in deaf education, he has continued to be a "bridge" between the deaf and hearing.

But he remembers vividly the effect having deaf parents had on his childhood. For example, although his parents, Mr. and Mrs. Eugene Stangarone of 115 Elizabeth Ave., East Pittsburgh, Pa., had a large circle of deaf friends, they were the only deaf people in their neighborhood, and Jim found himself in fist fights defending his parents' honor against less understanding peers who made fun of them. He also recalls somewhat uncharitable stares from people when he and his family used sign language and fingerspelling to

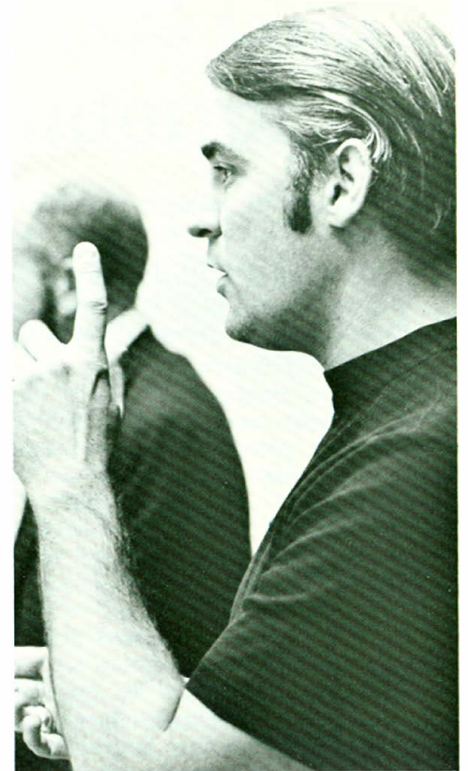
communicate in public; he remembers, too, that as a hearing child he experienced many things that his parents couldn't experience or understand.

"There was a stage when I was 12 or 13 when I was embarrassed at times because my parents were deaf," he says. "But I think as I got into high school I realized that there wasn't anything to be embarrassed about. I realized how fortunate I was that I had deaf parents." That realization was that he learned to appreciate people a lot more and "it taught me that people who have lost one sense can do very well."

Jim didn't intend to go into deaf education. He received a B.S. degree from Indiana University of Pennsylvania and was a hearing therapist in a Pennsylvania public county school system for a year, "and after that year of teaching, I didn't care much for it." He knew a girl in deaf education and "she put the bug in my ear." He subsequently went back to school and earned an M.S. degree in Deaf Education from the University of Kansas.

"That really surprised my parents," he says.

What surprised him about deaf education was that even though he'd grown up with deaf parents, "I didn't know the educational problems of the deaf." It was also a big surprise for him to discover that all deaf people don't use sign language to communicate.



**BUSY FINGERS**—Jim Stangarone, coordinator of Interpreting Services, interprets in a class in the College of General Studies.

Jim worked at the Illinois School for the Deaf, Illinois State University and the California School for the Deaf at Riverside before coming to NTID in 1968. He learned a great deal about interpreting and built up his own sign vocabulary while watching interpreters in action.

"And it took a long time for me to  
*Continued on Page 15*



**UNDIVIDED ATTENTION**—Richard Nowell has his own small captive audience, as he interprets for deaf students who attended the Rochester Telephone Co. annual meeting in RIT's Ingle Auditorium.



# A 'Little' Interpreter Effective

Back when Maxine Little was a seventh grader, she learned to fingerspell so that she and her girlfriends could talk to each other in secret.

"None of us were deaf; I didn't even realize we were using deaf fingerspelling. My girlfriend taught it to me so we could talk to each other behind the teacher's back in choir practice."

It was just one of those girlish things that has now provided Max with a part-time job as a student interpreter, has helped her open new friendships with deaf students, and may eventually lead her into the profession of deaf education.

Max, a junior from Glens Falls, N.Y., is one of 28 RIT hearing students who stand in front of RIT classes in which NTID students are registered to interpret the lectures into sign language and fingerspelling. She and others also take turns at interpreting for social and athletic events, Free University classes and other extracurricular activities.

Max says she didn't train to become an interpreter because of the money the job pays. "When I first came to RIT, I already knew fingerspelling, but I didn't know any signs. And it annoyed me that I couldn't communicate too well with the deaf kids on my dormitory floor."

Since then, she says she has learned through her many friendships with NTID students that being able to sign and fingerspell helps, but is not absolutely necessary, to communicate.

"It really depends more on your attitude," says Max. "Take, for example, my twin sister, Leslie. She has a deaf roommate. Leslie knows a little fingerspelling, but she doesn't know many signs. And yet she and her roommate really get along, and Leslie enjoys it."

Max is one of the best student interpreters, says Richard Nowell, Supervisor of Interpreter Service Development. She spends about 10 hours a week at the job, three of which she volunteered to do every Tuesday evening for an RIT faculty member who teaches a class in his home.

She thoroughly enjoys interpreting, even though, she says, "I seem to always manage to get an engineering class, where I get lost trying to spell out the terminology."

But, she adds, the deaf students in the classes are a great help to her.



**GOOD FRIENDS**—Maxine Little (left) meets on campus with her former roommate and good friend Genevieve Pogorzelski, NTID student from Berwyn, Ill.

"They usually give me a sign for a word when I don't know it."

Max is an art and design student, but she is now thinking very strongly of going into deaf education. "I'm not so sure anymore that I would like the rat race of working for a design agency," she says. "What I'd really like to do is combine my art training with deaf education." In the past, the interpreters' program has drawn five hearing students into deaf education, and a number of present interpreters are considering it as a career.

But to Max, the greatest benefit she has received from the program has been the friendships, both in the classes and dormitory. The NTID stu-

dent she lived with the summer she trained to be an interpreter "was one of the best roommates I've ever had, she says.

Does the program reach its secondary goal of increasing social interaction between deaf and hearing students? "I can't speak for anyone else," says Max. "But I've got some terrific friends among NTID students. We go to some of the same social events. We eat lunch together. And in the dorm when I'm looking for conversation, I often wander down the hall to talk to some of the deaf kids. They're like everybody else you meet at college—some you get along with, and some you don't."



# Potter's Enthusiasm Proves Contagious

Richard Potter was the manager of the varsity basketball team this season at Rochester Institute of Technology, but sometime in the near future he hopes to be manager of a business.

The present accomplishment and the future goal are not unusual for a college student. But they are unusual for Richard, because he is deaf.

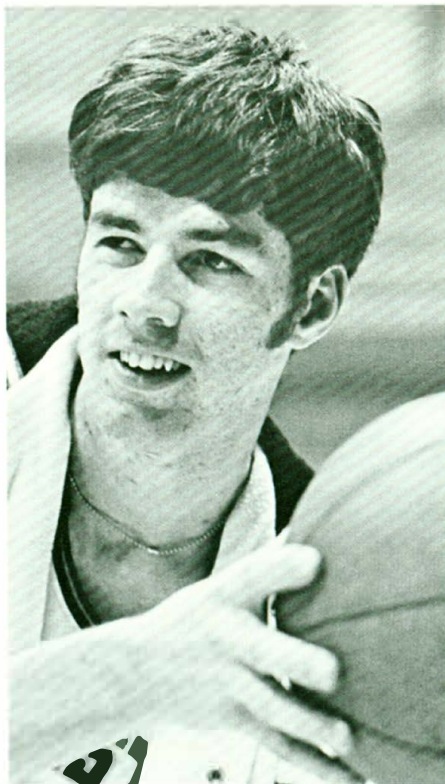
Richard is enrolled through the National Technical Institute for the Deaf in the College of Business at RIT, NTID's sponsoring institution. In June, Richard will receive his degree in retailing.

His fascination with sports began when he was young, and now encompasses many sports from swimming to baseball—but his favorite is basketball.

"I like to play sports," he says, "but I'd rather give others the spirit to keep the game alive."

RIT's basketball coach, Bill Carey, says Richard does just that.

"Richard was a very important part



**FRESHMAN ATHLETE**—Marty Jones of East Hartford, Conn., played on this year's RIT freshman basketball team.

of our team," says Carey. "He did a lot of things other than the material things like taking care of the equipment. He had a good sense of humor and he joked a lot; he kept people loose. Sure, we will probably get along without him, but it just won't be the same. He's great."

Spirit, says Richard, is probably the most important factor in winning a game. And that's why he took on the role as parttime cheerleader as well as manager. Although he didn't have the title, he yells just as loud as anyone to encourage his team on to victory.

"Most players like to see spirit in the audience. Without it there is no drive to make a team good and to make the members want to win," he says. "I was proud of the RIT team and I wanted to see it win."

What Richard gave to the team in spirit and support, many of the team members gave back to him in other ways. Several of the students who are also enrolled in the College of Business gave him some tutoring help.

Richard's parents, Mr. and Mrs. Albert H. Potter, of 369 18th St., Santa Monica, Cal., own The Yardage Barn, a fabric store in VanNuys. After his graduation, he plans to join their business. What experience he's had as manager of the basketball team he feels will prove valuable in the business world.

"In business you have to face people and talk to them," Richard points out. "My experience with the hearing members on the team will help me. I know I can get along with hearing people and I like the contact with all people."

"I believe that once I meet people I can prove that the deaf can do the same things that the hearing can do. And I want to be involved in what I do. Business is the most important thing in my life."

Richard's other interests include traveling, playing chess, going to movies, "especially the action and adventure type like James Bond," and rock music. He takes advantage of all the things that are available to hearing people, and tries to encourage more deaf students and adults to do the same.



**BIG BOOSTER**—Richard Potter, an NTID student from Santa Monica, Cal., was the manager of the RIT basketball team.

"The deaf and hearing should be like a deck of cards," he says. "You have to shuffle them all together to make a total package."

When Richard looks back to his experiences in college, one highlight will be RIT's final home basketball game of the season. The players expressed their appreciation for his efforts as a manager when they told him to dress and lead the team in warmup drills.

Coach Carey was unaware of the squad's plans, and spotted Richard only after the manager had dressed secretly in a warmup outfit and oversize, floppy sneakers he borrowed from one of the players. Carey only laughed and waved Richard to his new position on the team.

"There's no question about it, Richard's leading the team in warmup drills kept everyone loose," Carey stated. "It's difficult to measure the value of a person like Richard Potter. It's like losing a 6-10 center—they don't come along too often."



# Deaf Parents Influence Stangarone

*Continued from Page 12*

get over being nervous standing up in front of a large group of people interpreting," he says casually.

Jim has great hopes for the future of deaf education. When he thinks back on his parents' education it's hard for him to believe that after their graduation from the Western Pennsylvania School for the Deaf, the only chance they had for further education was at Gallaudet College in Washington, D.C. His father, Eugene, who has worked for a Pittsburgh, Pa., car dealership for 20 years ("I'd go so far to say that he's their number one repairman . . .") got to where he is by working his way up.

"If my father were young today and wanted (postsecondary) education, I'm sure he'd be in a technical or vocational program like NTID," states Jim, "but there was nothing available years ago."

Jim's mother, Stella, is a tutor at the Pittsburgh Counseling Center for the Deaf, and works with about 10 students a week who need special educational help. If she had had the opportunity to do so years ago, Jim believes she would have gone on herself in deaf education to become a teacher of the deaf.

"What pleases me so much as the son of deaf parents is seeing more deaf become involved in deaf education, and furthering their own education," he says. "And educators are beginning to consult the deaf in matters of deaf education."

Jim's also glad to see more young people enter the field of deaf education: "There was a time when the only deaf educators were older people." He feels the push for postsecondary education has had a great impact in that area.

"I've always felt that the deaf could do more, but until recently there wasn't the opportunity for them to get the education they needed," he says. "My parents have always felt that everyone deserved the right to an education, and they're terribly proud that both their sons are college graduates. I guess I'm equally as proud that I'm in this field helping the deaf get that same educational opportunity."



**TEAMWORK**—Dr. Gilbert L. Delgado, Dean of the Graduate School at Gallaudet College (standing) and Dr. E. Ross Stuckless, director of the Office of Educational Extension at NTID, discuss the publication they are preparing on postsecondary educational opportunities available to the deaf.

## Publication To List Opportunities

Dr. Gilbert L. Delgado, dean of the Graduate School at Gallaudet College, and Dr. E. Ross Stuckless, director of the Office of Educational Extension at the National Technical Institute for the Deaf, are co-authoring a publication on postsecondary educational opportunities for deaf students.

The publication, which will be geared for deaf students who plan to continue their education on a postsecondary level, will be available by September, 1972.

The information is being compiled through the cooperation of NTID, Gallaudet College, the Rehabilitation Services Administration and the U. S. Office of Education. Gallaudet is the only liberal arts college for the deaf and is located in Washington, D.C. NTID is the only national postsecondary technical school for the deaf, and is located on the hearing college campus of Rochester (N.Y.) Institute of Technology.

The material in the booklet will cover the location of postsecondary programs, the variety of services offered by the schools and the major areas of study available to postsecondary deaf students.

"This booklet should give deaf stu-

dents a clear indication of various majors across the country in which deaf students are enrolled," says Stuckless.

Both Dr. Delgado and Dr. Stuckless feel that the material will be especially valuable to deaf students, counselors, parents and educators of the deaf because of the dramatic increase in postsecondary facilities which have become available to the deaf in recent years.

## *Giandana Joins Placement Team*

Richard Giandana, a former Xerox Corp. employee, has joined the National Technical Institute for the Deaf as a career development specialist.

Giandana, of 41 Washburn Park, Rochester, will assist NTID students in securing employment. He is a 1964 graduate of Alfred University. He worked as a college recruiter for IBM in Fishkill, N.Y., from 1964 to 1966 and then served in the Army, stationed in Germany, until 1969. Giandana worked in personnel research for Xerox in Rochester until joining NTID.



# Buffy Fetter Relates Well To Students

Elizabeth "Buffy" Fetter came to NTID as a graduate intern with a special brand of optimism to share with deaf students.

Buffy, 24, a student from the University of Illinois in Urbana, spent the spring quarter at NTID to get practical experience in her career goal of counseling deaf students. Buffy is not deaf, but she is a paraplegic confined to a wheelchair.

Yet her handicap has not stopped her from becoming a champion sports-woman. Last summer she won five gold medals and four silver medals at the Pan American Wheelchair Games in Kingston, Jamaica. And with her skills in javelin, discus, shotput, archery, swimming, track and table tennis, she hopes to qualify to go with the U.S. team to the International Paralympics for disabled persons in Heidelberg, Germany, Aug. 1-11, a week before the regular Summer Olympics in Munich.

Buffy has been paralyzed from the waist down since her senior year in high school, when she fell 40 feet out of a Douglas Fir tree. "Everybody thinks it would be a traumatic experience to be instantly paralyzed, but I don't remember any jolts or shocks.

"I feel I am a pretty lucky person," she adds. "As far as I am concerned, everybody has a handicap in some way or another. Mine just happens to be a visible thing. There are people with unseen problems who have less freedom than I do."

It is the optimistic philosophy that should help make Buffy an effective counselor with deaf students, says William Yust, NTID counseling specialist, who served as her supervisor. "She has a healthy inner strength and stability that is necessary in counseling."

Buffy graduates this June with a master's degree in counseling. Her interest in working with deaf students grew gradually over her past two years at the University of Illinois. It started when she took a sign language and fingerspelling course to be able to communicate better with a few deaf acquaintances; but as time went on, she says, her teacher, who was deaf, made her more and more aware of the problems of deaf students.

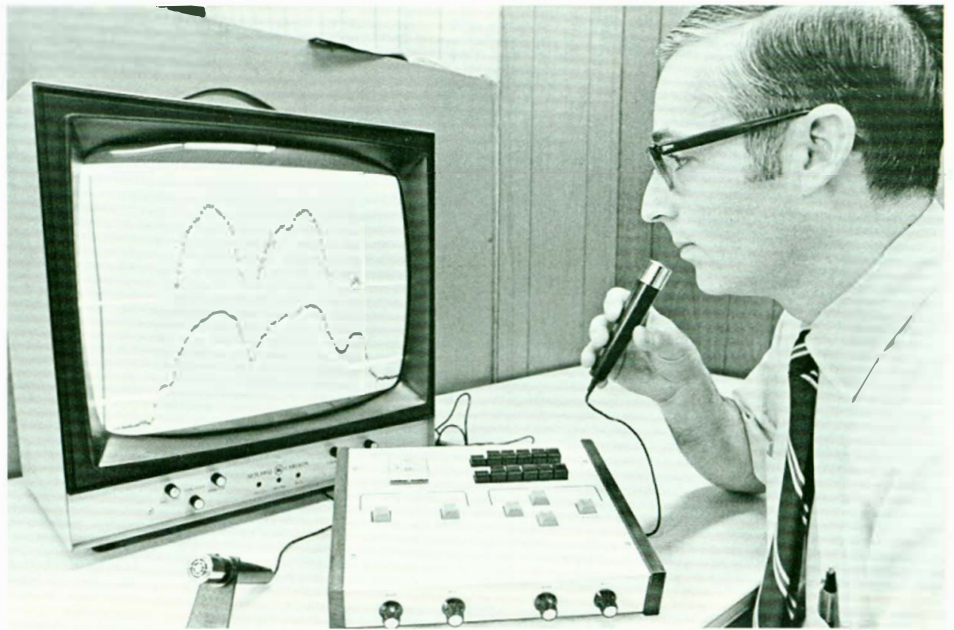
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**ON TARGET**—"Buffy" Fetter, NTID graduate intern, takes aim as NTID student Richard Bloom, of Youngstown, Ohio, helps anchor her wheelchair and hold arrows.



**SPEECH TRAINING**—Leslie C. Stewart, a member of the Center for Communications Research, demonstrates the new Visual Speech Training Aid which he helped to engineer.



# New Speech Device Developed

A new instrument to help deaf students improve their speech by using their eyes will be tested next fall at NTID.

Called a Visual Speech Training Aid (VSTA), the device was developed for NTID by the Center for Communications Research (CCR), a non-profit research agency in Rochester which was set up to apply advanced technology to the communications problems of the deaf.

The VSTA will enable the student to "see" when he is talking too loudly or too softly; too high, too low or too monotone; too much through his nose or too much through his mouth; and with too much or too little breath. It also will tell the student how well he articulates, and it will allow him to see which sounds are made by his vocal chords (e.g., the vowels) and which are made by the tongue and air turbulence (e.g., s and sh).

This is accomplished for the student by watching lines or "traces" going across a television screen as he speaks in a microphone. The VSTA also consists of a small control panel and an electronic service module that fits in a desk drawer.

It is not a new idea, when the hearing is impaired, to turn to the other senses for help in learning to speak. Many devices making use of sight or touch have been tried, but have been found either too difficult to operate or

not effective enough in improving speech.

"We believe we have overcome these past difficulties," says CCR Director Robert A. Houde. "We don't want to raise anyone's hopes too high by inferring that the VSTA will revolutionize speech training, but we feel it will improve it.

"Poor quality speech is the most 'visible' attribute of deafness," Houde continues. He estimates that 70 percent of the prelingually deaf (those who became deaf before they learned to speak) never attain intelligible speech sufficient for use with strangers. Preliminary evaluation of entering NTID students indicates that about half are unintelligible to strangers.

In order to reverse these statistics by the time students graduate, NTID is training students to make use of three of their senses—sight, touch, and, most important, whatever hearing they have left. (About 90 percent of NTID students have some residual hearing.)

Other technical services to aid in speech therapy have been provided by CCR for NTID, as well as for the Rochester School for the Deaf and the Hearing and Speech Center of Rochester at the Al Sigl Center.

CCR was established in January, 1971, by eight industrial researchers from General Dynamics Corp., which had to close its Rochester operations due to cuts in defense and space contracts. Five have remained with CCR

at its sixth floor office rented from RIT at 50 W. Main Street.

Houde describes CCR's relationship with NTID, RSD and the Hearing and Speech Center as "a partnership of an unusual nature."

"It is a novel experiment; there is nothing else like it in deaf research. We are essentially bringing the technology of the military-industrial complex to bear on a social problem," says Houde.

## *Buffy Fetter*

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At NTID, Buffy not only counseled, but also helped conduct evening Personal Development Seminars for deaf students who are doing volunteer work in the Rochester community.

It was the close contact with the students she enjoyed most. "One of the most rewarding experiences was talking to students in the dormitory," says Buffy, who lived on the second floor of Sol Heumann Hall with deaf and hearing students. "I feel I really got to know some of the kids better than I would have if I had only met them in a classroom or counseling session."

She found she needs to sharpen her skills at manual communication, but she adds, "I discovered that the deaf kids are patient to help you out, if you look and act like you want to understand."



# NTID Battles Paperwork Explosion



**A PROFESSIONAL**—Irene DeBoer, an NTID graduate, works fulltime as a professional MT/ST operator for NTID.



**PRODUCTIVE DAY**—The workload seldom lets up for the MT/ST operators. They have turned out as many as 47,000 lines of typing in one week.



In a fifth floor office of the Administration Building, a team of specially trained secretaries is noisily engaged in combatting the "paperwork explosion" at NTID.

It is the age-old office task of typing words on paper and meeting deadlines. But unlike days goneby, NTID has found, as have so many other businesses and institutions, that the paperwork load has gotten too heavy to be done entirely by conventional typists and conventional typewriters.

NTID has set up what is called the Administrative Services Center; equipped with seven MT/ST's (Magnetic Tape Selectric Typewriters) and one MT/SC (Magnetic Tape Selectric Composer). With this equipment, the seven full-time and two part-time professionally trained operators have turned out as many as 47,000 lines of typing in one week, everything from the simplest memo to a 100-page annual report.

The operators can rough-type, edit, revise, final-type, and produce error-free copies with justified margins, all with a minimum amount of manual operation.

The Center also includes an array of duplicating machinery, which makes it a kind of "one-stop service for most of the paperwork needs of the NTID teaching and administrative staff," says William F. Sullivan, NTID's supervisor of administrative services.

"Hopefully, our service relieves individual departmental secretaries of repetitive, time-consuming, routine typing, and enables them to act more as administrative assistants to the professional staff," says Sullivan.

The Center also provides a "proving ground" for some of NTID's Business Technology students, when they need co-op work experience. One NTID graduate, Irene DeBoer, is now a full-time employee and one NTID student is presently working parttime.

**PAPER WORKLOAD**—William Sullivan, supervisor of NTID Administrative Services Center, hands typing job to Mary Hite, who schedules the work with the other center employees.



**MEETING A STAR**—Jim Ryun (center), world track record holder, discusses the finer points of photography with Albert Dial (left) of Mentor, Ohio, and Tony Spieker of Miami, Fla., at the Florida Relays. Spieker was recently cited as NTID's Outstanding Spring Athlete.

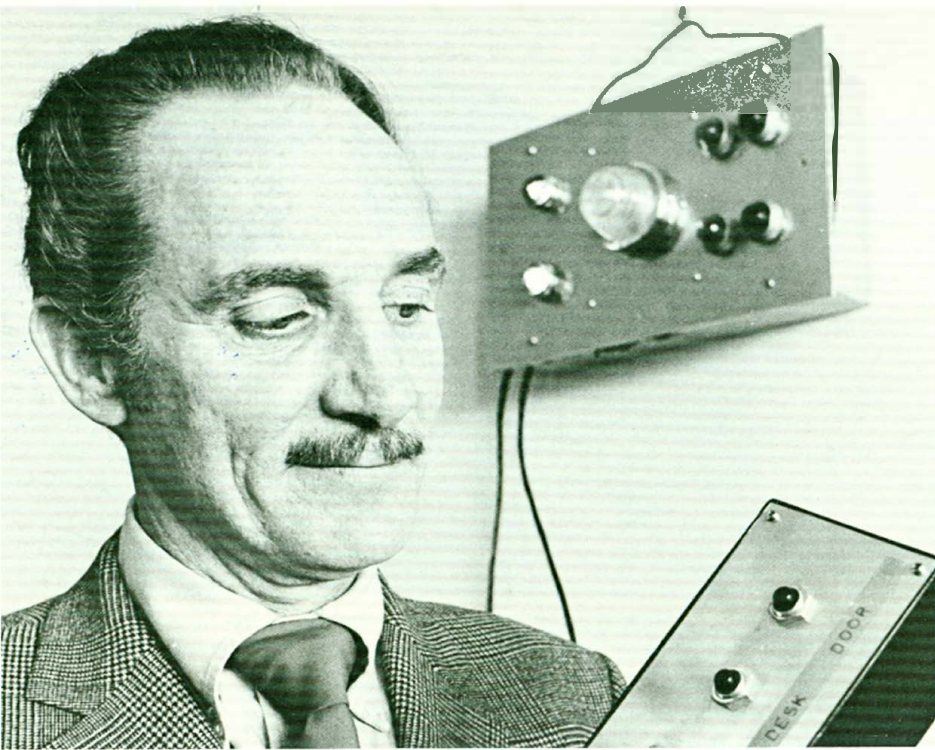


**HOCKEY ACE**—Deane Sigler, Ann Arbor, Mich., (second from left) was the first NTID student to play on the RIT Hockey team. He was named Outstanding Winter Athlete by NTID.

**LAST MINUTE INSTRUCTIONS**—RIT cross country Coach Pete Todd (right) gives some final instructions to Bob Backofen of Rockville, Conn., winner of NTID's Outstanding Fall Athlete Award.







**SAFETY FACTOR**—Edwin Jones, chief architect for the construction of NTID's new complex, demonstrates the use of the emergency system which will be installed in the new dormitories being built on the Rochester Institute of Technology campus.

## Speegle Heads Advanced Study For Institute

Dr. James R. Speegle has been named assistant dean for Advanced Education at the National Technical Institute for the Deaf. He will continue his responsibility for the Office of Student Programming and Evaluation.

The appointment was announced by Dr. William E. Castle, dean.

Speegle previously served as assistant dean for Support Education at NTID. His new position will be that of coordinating the Educational Specialists who work with those deaf students cross-registered into a baccalaureate program through Rochester Institute of Technology, NTID's sponsoring institution. He will also be responsible for directing research geared to improving the support services available to the deaf students. The professional training of new staff and graduate student interns is also a function of the division of Advanced Education. His continuing duties include admissions, financial aid, student planning and the Summer Vestibule Program.

Dr. Speegle received his A.B. and M.A. degrees from the University of Rochester and his Ph.D. from Syracuse University. Prior to joining NTID in 1969, Speegle was associated with the University of Rochester, Syracuse University, the State University of New York and DePauw University.

He is a member of the Convention of American Instructors of the Deaf, the American Association of Collegiate Registrars and Admissions Officers, the Professional Rehabilitation Workers with the Adult Deaf and the American Association of Higher Education.

### ntid focus

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## New Dormitory Light to Insure Safety

To insure the safety and convenience of deaf students who will reside in the dormitory now under construction at the National Technical Institute for the Deaf, an emergency warning system is being developed by the Zepcon Co., Inc. of 26 East Park Road, Pittsford, N.Y.

According to Roland Zinmeister, an electrical engineer for Zepcon, the emergency system will work with a strobe light and six other colored lights to warn students of a fire or other emergency, and to notify them of a phone call or message at a central desk. The system will also serve as a doorbell.

The emergency system was commissioned by Hugh Stubbins and Associates of Cambridge, Mass., the architects for the \$24.5 million complex which is rising on the campus of Rochester Institute of Technology. The system is under production by the Driscoll Electric Corp. of Rochester.

The total unit will be operated through a central control.

The emergency fire and warning system will be automatic with the central alarm system and is sensitive to smoke. When activated, the strobe light will go on and begin flashing continuously, accompanied by a panel of two red lights. It can only be turned off when the cen-

tral alarm system is deactivated.

The second part of the system will indicate that the student has a message at a centrally located desk within the building. The strobe light will flash once to notify the student of the message, and a panel of two yellow lights will remain on until the message is received by the student. Eventually, video phones will be hooked into the system so that a student can contact the central desk for the message through the use of the picture phone.

The third part of the system is a doorbell using green lights. The button for the doorbell is outside each student's door, and when pushed, the strobe will flash once and the green lights will light up, indicating a visitor.

The emergency system overrides both the message alert and the doorbell.

The design for the actual lighting device will be in each of the dorm rooms and is "visually acceptable as well as functional," says Edwin Jones, head architect for the NTID construction. Jones also points out that the life span of the strobe is "almost indefinite." It has been tested in the dormitory situation to assure that it awakens sleeping students and is visible throughout the entire room.