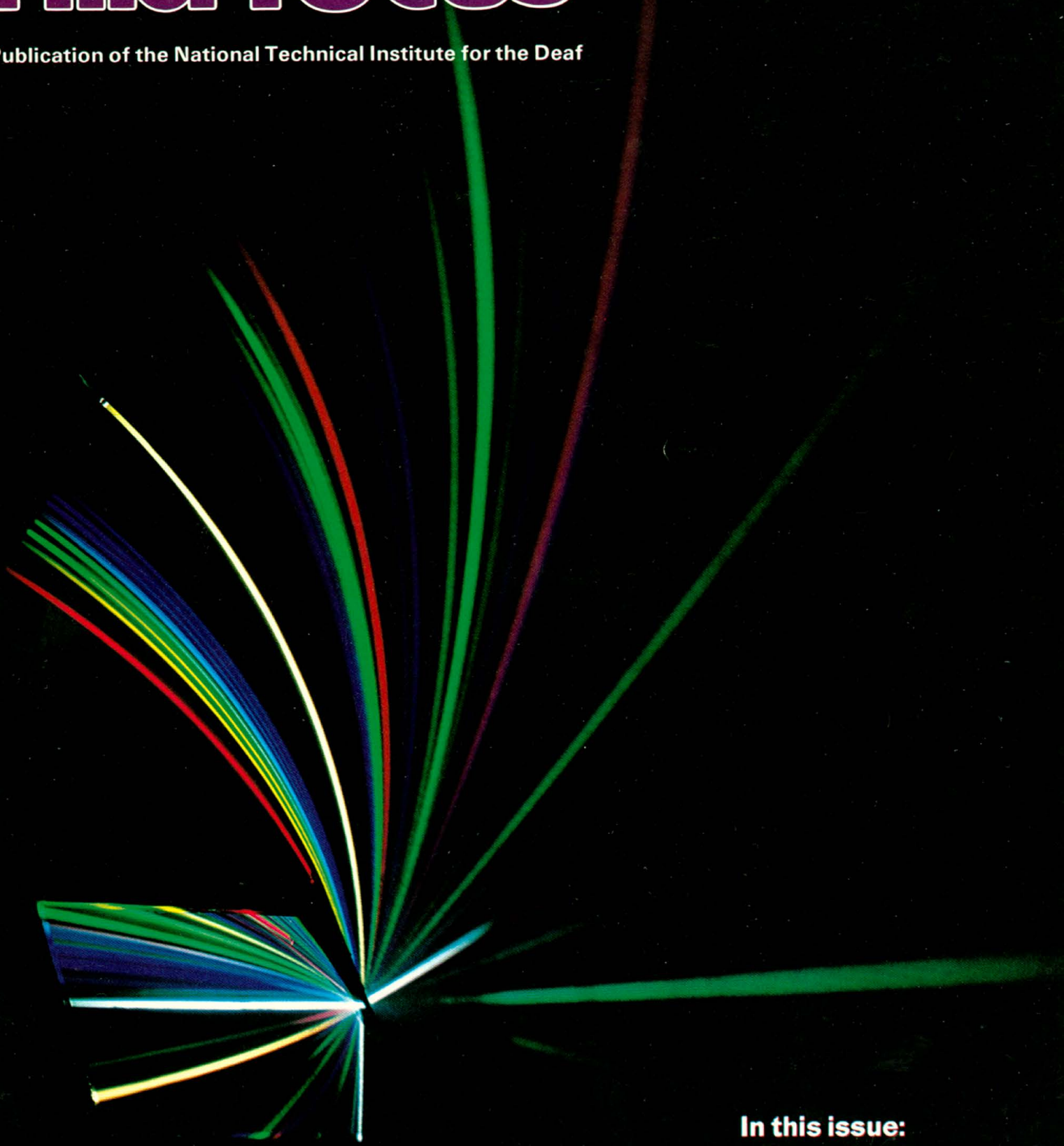


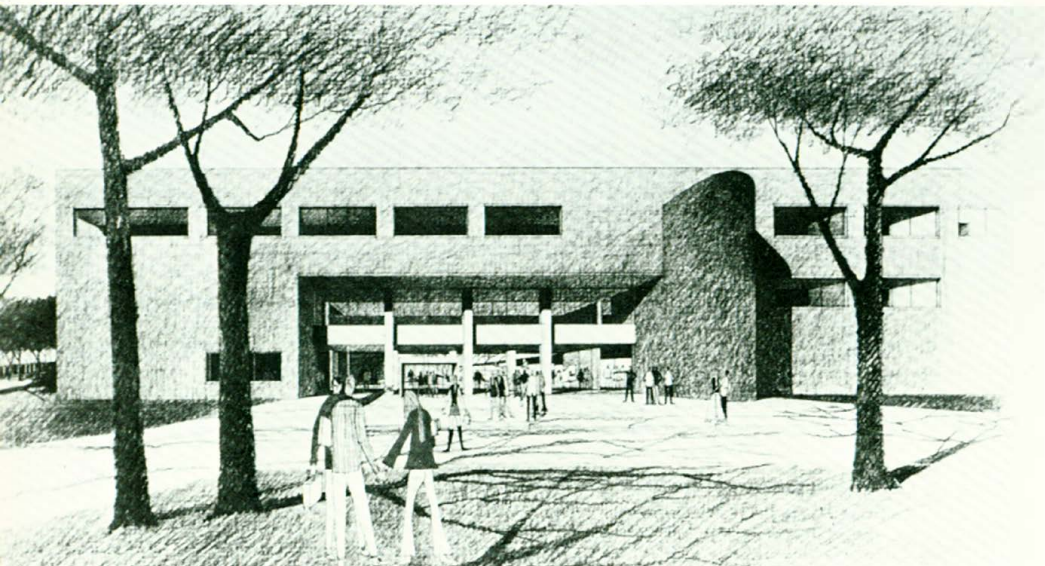
ntid focus

Publication of the National Technical Institute for the Deaf



In this issue:

- Recruitment
- New Optical Finishing Program



The NTID Story

THE HISTORY OF NTID—The National Technical Institute for the Deaf (NTID) was created because of the need for educational opportunities for the deaf in technical fields. Many persons felt that the deaf could succeed in semi-professional and professional employment in science, technology and the applied arts if given a specialized education.

NTID is the nation's first postsecondary technical program for the deaf. It also is the first effort to educate large numbers of deaf students within a college campus planned primarily for hearing students.

NTID is located on the campus of Rochester Institute of Technology (RIT) in Rochester, N.Y. RIT was chosen as NTID's sponsoring institution in 1966 because of its long history of success in technical education.

The first group of 70 students enrolled at NTID in 1968. The present (1973) enrollment of 440 students represents almost every state in the United States.

NTID was established through Public Law 89-36 in 1965 by an Act of Congress. It receives Congressional funding through the U.S. Department of Health, Education and Welfare.

THE BASIC MISSION — NTID's basic mission is to provide, for postsecondary deaf students, the opportunity to prepare for and to pursue semi-professional and professional level educational programs in science, technology and applied arts that lead to successful employment in business, education, government and industry.

Other basic objectives of NTID are:

To provide special support services, within an institution of higher learning, which facilitate and encourage deaf students to achieve a high degree of personal, social, and cultural development.

To encourage qualified deaf students to pursue graduate studies in RIT or elsewhere.

To conduct research into the occupational and employment-related aspects of deafness.

To develop and evaluate new imaginative instructional technology for application in the education of deaf students.

To conduct training program seminars and short courses relating to deafness for RIT personnel, for graduate students preparing to work professionally with the deaf, and for other special groups.

To disseminate information regarding current NTID practices concerning curriculum, courses of study, special services, and research findings as they relate to other schools and colleges offering programs for deaf students.

To develop and modify the educational specifications, to design and construct the facilities, to procure the equipment and to develop and maintain the staff necessary to meet the objectives of NTID.

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Technical Education Offers Job Potential

BY JOAN COOLEY

Public Information Specialist

Selecting a technical or liberal arts education can be a difficult choice.

The concern of the National Technical Institute for the Deaf is that every deaf student have all the information needed to make the best personal choice.

Research done by NTID indicates that there is a broad array of jobs available in the technologies.

"Programs offered through NTID at Rochester Institute of Technology, the hearing college campus where NTID is located, can lead to baccalaureate degrees. The needs of industry at present and in the future, however, indicate that there are many professional jobs available in the technologies that do not require study at the baccalaureate level," Dr. William Castle, dean of NTID said.

"People in industry have a great need for skilled technicians, without whom many industries and businesses can't survive," Dr. Jack Clarcq, assistant dean of Technical Education at NTID added. "We design our programs with the needs of industry and job potential in mind. Our graduates are fully prepared to function as important individuals within a profession."

Trained professionals are needed in the paramedical field, manufacturing processes and engineering technol-

ogies. NTID offers certificate, diploma, and associate degree programs in all of these areas, many of which are designed to meet the individual student's career objectives and interests. In addition, many students complete a cooperative work experience where they can test and apply their classroom skills on the job, prior to full-time employment.

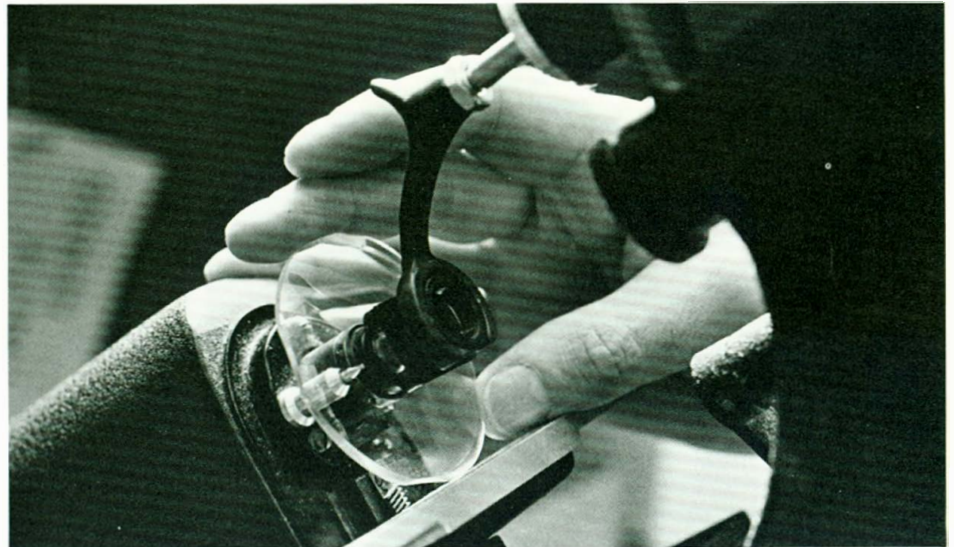
In areas related to the manufacturing industry, technicians who are skilled in the operation of traditional machine tools or numerically controlled equipment are in great demand. The entire manufacturing processes

field has many opportunities for the deaf.

In engineering, technical draftsmen to work in industry are needed, as well as professionals trained in all facets of architectural and civil engineering technology.

Programs offered by NTID's Engineering Technologies department include studies in manufacturing processes, architectural and civil engineering technology, electronics, electromechanical technology and industrial drafting.

The Manufacturing Processes pro-
(Continued on page 4)



Optical Finishing Program Planned

A new program in Optical Finishing Technology, being developed at the National Technical Institute for the Deaf, will open new job opportunities for the deaf.

The Technical Science department of NTID's Division of Technical Education developed the program because of the need for well-trained technicians to produce finished prescription eyewear for the optical industry.

"There are an estimated 1500 optical laboratories throughout the country which have demonstrated the need for skilled optical finishing technicians," Dr. Jack Clarcq, assistant dean

for Technical Education at NTID, said.

It is anticipated that students will enter the program beginning September, 1974. Study will include a cooperative work experience as an integral part of the student's training.

Bausch and Lomb worked closely with NTID in designing the program and will play an important part in its further development. Representatives from Bausch and Lomb, as well as other professional representatives from the optical industry, will comprise the advisory group to the Optical Finishing program.

Present plans call for students to

be enrolled in the program for approximately nine quarters, including a co-op work experience.

Graduates of the program will be skilled in finishing and final assembly techniques, which include the operations of automatic and hand edging, pin beveling and frame insertion.

"Students who complete the program should qualify to enter a laboratory with journeyman status. The indication we have from industry is that job placement of these graduates is practically guaranteed," said Fred Hamil, chairman of the Technical Science department.

Technical Education

(Continued from page 3)

gram is designed to give students a solid background in the skills used in the manufacturing industry. Tools are needed for every product that is made, and skilled machinists must be involved either directly or indirectly in the process.

After learning basic machine tool operation, students can specialize in working with numerically controlled machine tools in the Numerical Control program.

"We are very excited about the possibilities for students in our Manufacturing Processes program. The job potential is almost limitless," Edward Maruggi, chairman of the Engineering Technologies department said. "Industry is desperate for skilled help, and with the kind of equipment, training and on-the-job experience we have built in our program, we feel students will have little trouble finding responsible, well-paying jobs."

In the engineering field students may wish to concentrate on drafting. The Drafting program offers study in architectural and industrial drafting methods with emphasis on skill training. Practical technical skills that can be used on the job are taught in the basic electronics program. These skills can also be applied to the Electromechanical Technology program which places emphasis on knowledge of electrical and mechanical equipment, and systems.

Because of the expansion of our cities and transportation systems, civil engineering technicians are in demand. NTID's Civil Technology program enables students to work in a variety of jobs relating to surveying, construction, drafting and materials used in construction.

The Architectural Technology program trains students to work in land development and construction, city and regional planning, landscape architecture and general contracting.

Medical laboratory technicians and medical record technicians are needed to work in doctor's offices and hospital laboratories and in the area of medical research.

NTID offers a Medical Record Technician program in which students learn to work with all types of records and documents kept by hospitals, clinics, nursing homes and insurance companies. There is also a need for Medi-

cal Laboratory Technician graduates who work with physicians and hospital laboratories. These graduates are valuable assets in many communities because of the variety of skills they can perform.

"An important aspect of our program is the clinical work experience each student participates in," Fred Hamil, chairman of NTID's Technical Science department said. "All of a student's learning becomes relevant with on-the-job experience. He or she learns what it's like to be a part of an important professional medical team."

Other areas of study offered by NTID's Division of Technical Education include Office Practice and Procedures, Data Processing, and Accounting Technologies for students interested in business careers. The area of Visual Communications Technologies offers programs in applied art, applied photography and printing technology.

Students can also pursue study in any of the programs offered by other colleges at RIT. These include the Colleges of Business, Continuing Education, Engineering, Fine and Applied Arts, General Studies, Graphic Arts and Photography, Science, and the Institute College (the School of Applied Science, the Center for Community/



Junior College Relations, The Department of Packaging, The Department of Computer Science and Technology, and The Department of Instructional Technology).

"The needs of business and industry are always growing. Educating the deaf to meet those needs is what NTID is all about. By taking advantage of the educational opportunities offered here, the deaf have the potential to become important contributors to the growth of the American economy," Dr. Clarck concluded.

Detailed information is available on every program offered through the National Technical Institute for the Deaf catalog. For information write: Coordinator of Admissions, NTID, Rochester Institute of Technology, One Lomb Memorial Drive, Rochester, New York, 14623.

Personal Development Stressed

When deaf students attend NTID, they learn more than technical skills.

"We feel the personal and social development of students ranks with technical and communication skills in importance in helping a deaf student prepare for the future," said Dr. David Youst, assistant dean for Developmental Education. "We want our graduates to become useful members of the community wherever they're employed."

In addition to areas of personal and career counseling, and social and cultural development, NTID has instituted a series of courses designed to help deaf students learn to cope effectively with a variety of life situations.

"The emphasis of the courses is to help a student solve his own problems, make decisions and plan for the future," added Rich Giandana, a developmental education specialist. "The courses are geared to the needs of first and second-year students."

Through extensive research, 10 areas of concern to students were identified. A mini-course for each area resulted. Since programs are individualized, the deaf student and his counselors meet to decide where involvement is needed.

Courses are offered in developing vocational goals, including job-seeking strategy and development of interviewing skills; residential living, including human sexuality, drugs, interpersonal relationships and money management; and effective use of educational resources, including management of time.

"The mini-courses will be evaluated and refined to meet changing student needs," Youst remarked. "We have begun to assess growth in the personal development of our students. Personal development will be as important as technical skills to our graduates' job success."



JANICE COLE

Janice Cole First Deaf Student Named Homecoming Queen

Loud cheering broke out in the stands at the Rochester Institute of Technology football game during Homecoming Weekend when Janice Cole was presented with the dozen red roses given annually to the winner of the Homecoming Queen election.

Ms. Cole, daughter of Mr. and Mrs. Sol Cole of 8659 N. Harlem, Niles, Ill., is the first deaf student to become RIT's Homecoming Queen. She is enrolled through the National Technical Institute for the Deaf in the College of General Studies' Social Work program.

The outgoing freshman said she was "shocked" to find out she'd won the title: "I didn't expect to win because when you expect something it usually doesn't happen. I'm also surprised because I've been here only a few weeks. But I'm very happy because it makes me feel more a part of RIT."

She said she felt especially proud to win the title "because I am deaf. It shows that deaf people can do the same things as hearing people."

Ms. Cole graduated from Niles East High School in Niles, Ill., and said that it was during her high school years that she confronted and overcame some of the psychological problems of deafness.

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NTID Students Action-Oriented; Ready to Help

Things to do, places to go, people to meet—that's the on-the-go, action-oriented life of an NTID student.

Student activities, social life, and community involvement all play an important role in the concept of total education at NTID. Deaf students can choose from a full range of extra-curricular activities on the RIT campus that include student government, professional associations and intramural and intercollegiate athletics.

Then there are the activities designed to meet the special needs of deaf students. NTID students, for example, hosted the 1972 Jr. NAD convention, planning the convention around a theme that leadership must be acquired through experience and personal participation.

On-going leadership for deaf students is available through the NTID Student Congress. Sponsored by the RIT Student Association, NSC is the governing body for deaf students. Its major function is to encourage students to participate in activities on campus and in the Greater Rochester community.

A highlight of student involvement is the NTID Drama Club. The club presents three or four major productions each year and conducts workshops and presentations with other college and community theater groups.

A week-long series of activities called "Listen to the Deaf Week" was organized by NTID students to educate the RIT and Rochester community about the impact of deafness.

In addition to workshops, films and exhibits, a Deaf for a Day experiment was conducted. Hearing faculty, staff and students of RIT were fitted with ear molds enabling them to simulate deafness. The week served to sensitize many individuals in the RIT and Rochester communities to the problems that deafness creates.

The deaf students themselves focus on action-oriented college careers.



A HELPING HAND—Helping others is important to Amy Cullen of Fort Washington, Pa. She works with elementary school children, helping them develop reading skills.

Volunteer Program Shows Involvement, Concern

"NTID students are interested in helping others," Sally Koziar, developmental education specialist, observes.

Four years ago NTID's Developmental Education division began a Community Volunteer Program which has become an important part of many students' lives.

"The Volunteer program works in four ways," Ms. Koziar, advisor to the program, said. "We offer a Community Service class for credit which teaches students about community agencies and requires a minimum of two hours of volunteer work each week. There is also an individual volunteer work program, Free University sign language classes offered to hearing students, and sign language classes for students in the special education program at the State University College at Geneseo.

There are about 50 students involved in some kind of volunteer work. They lecture about deafness to local high school and medical school students. Some are teacher's aides in schools; others work with the mentally retarded or those stricken with multiple sclerosis at local hospitals. A number of students work with deaf and

blind children through agencies such as the Al Sigl Center and the Forman Center of Rochester.

Pat Dobro of Sloan, N.Y., is involved in volunteer work because "volunteering your services to someone who really needs it leads to your own independence, not to mention this great feeling you get from it. Another advantage is that you learn about people and places in the community, where to go for help and exactly what services the community offers."

Volunteer work also encourages students to develop and use their communications skills to the fullest. "It gives them confidence in their ability to express themselves," Ms. Koziar points out.

There has been talk among students about starting a Volunteer Club, to be organized and run by students.

"I would like to see the students maintain the primary role in initiating volunteer projects and offering them to the community. Once they develop confidence in themselves it's hard to tell who is gaining more from the experience, our students or the people they're sent to work with," she concluded.

Graduates' Skills Needed By Industry

Students graduating from NTID have the skills to be of value to business and industry, states Vic Maguran, who directs the placement effort at NTID.

"Enrolling and studying for a career is only the beginning of preparing for a job," Maguran says. "We will assist our graduates in finding employment, but we want them to develop a spirit, pride and independence while at NTID to do many things themselves to seek employment. While our academic programs are based on the needs of the industry, it will be the student's technical and personal skills that will be the deciding factor in getting or keeping a job."

NTID has a nationwide job placement program, with the majority of graduates going into private industry. The placement program, known as the Office of Occupational Liaison and Research, attempts to match the right student to the right job.

Ninety-six percent of NTID graduates seeking employment have been placed, with 93 percent placed in their area of training and paid a salary that is equal to their level of skill.

"You don't have to be a bachelor's degree student to get a professional level job," Maguran adds. "Technicians at the certificate, diploma and associate degree levels rate high with industry and are paid well for their skills.

"As high school students plan for their futures, they should understand that it's their responsibility to learn the technical and personal things that are needed to be successful on the job. We can help open the door to employment, but in the end the deaf graduate must help sell himself to industry and then produce, once employed."

Gamlin Stresses the Positive

Accentuating the positive is something National Technical Institute for the Deaf graduate Gerald Gamlin has been doing a lot of lately.

Positives make up the major portion of his work day at the Polaroid Corporation's Copy Service Department in Cambridge, Mass. As a technical photo finisher, Gamlin works with Polaroid original prints, or positives, to make enlargements and copies.

"The Copy Service Department is one of the smaller divisions of Polaroid, but it is one of the fastest growing areas." Arthur Glass, manager of the Cambridge Copy Service Department, said. "We're always looking for the opportunity to get skilled technical photo finishers, and we were very happy to get an excellent employee like Gerry."

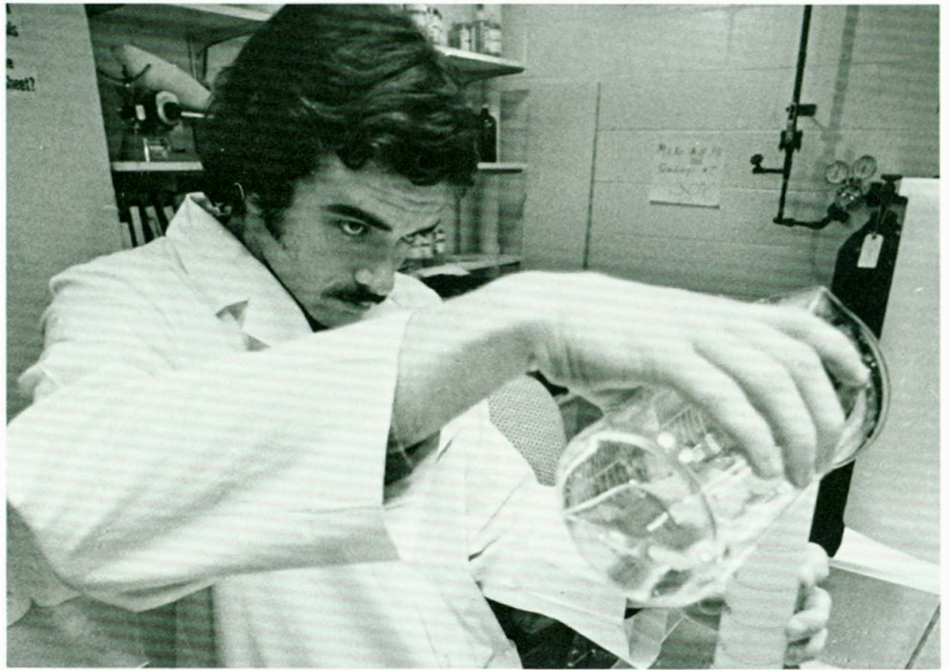
Gamlin, the son of Mr. and Mrs. Wilfred Gamlin of 14 Archer Lane, Lynnfield, Mass., graduated from NTID'S Visual Communications Technologies applied photography program. He decided that the benefits gained from working for a large company like Polaroid were just what he wanted.

"Even though the Polaroid method of photo finishing and copying uses specially designed equipment and is often unconventional, Gerry demonstrated he was familiar with a variety of photo processing equipment and seemed technically prepared to assume the job," Glass said.

A photo finisher at Polaroid is basically a machine operator. He must have respect for detail, such as temperature variations and cleanliness; the ability to handle a variety of machinery; and the ability to make human judgments, according to Bob Pratt, foreman of Gamlin's section.

"Gerry's proven he can do all that and more. He has a good attitude. He's had perfect attendance, can handle two or three printing machines at once, and is quick to notice if something goes wrong," Pratt said.

"Gerry's biggest asset is his willingness to learn. He's very observant and can spot a problem before it develops. You usually have to explain a change in procedure only once. He doesn't take things at face value. He wants to learn something new all the time," Peter Carroll, Polaroid process manager, said about Gamlin's performance.



MANY SKILLS—The skills Gerald Gamlin of Lynnfield, Mass., learned in photo processing at NTID helped him land a job with Polaroid Corp.

Gamlin works the late shift, three to 11 p.m., and says he doesn't mind working at night.

"There are fewer people working at night, and I've made good friends on the night shift. It's not as hectic with fewer people around, and we make our work fun. I enjoy coming to work," he said.

One of Gamlin's friends at work is Mary Hogan, evaluation technician in the Copy Service Department. Soon after Gamlin joined the night staff, Mary bought some books and taught herself sign language.

"Gerry's such a nice guy, I thought it would be nice for some of us to learn sign language to show him we were interested in him," Mrs. Hogan said.

A graduate of St. Mary's School for the Deaf in Buffalo, N.Y., Gamlin came to NTID because he'd always been interested in photography.

"At first I thought about taking pictures, but then I decided I liked the technical part of printing shots even more. Larry Butler, one of my instructors at NTID, helped me a lot. He took the time to tell me about the kinds of companies there were and what they offered, what a good salary was, how important benefits were, and things

like that."

Another "positive" in Gamlin's life is his fiancee, Roberta Eadie, another NTID graduate. He first saw her picture in the NTID Student Directory, decided he wanted to meet her, "and we've been dating ever since."

"There are a lot of things to do around Boston. I have a car and we visit our friends a lot. We have separate interests. I think it would get dull if we both liked the same things."

Besides working on his car, Gamlin loves to take photos — "mostly mood shots of children and outdoor scenes. I made a darkroom at home so I can develop my own work."

Gamlin and Roberta plan to be married soon, and both realize that good jobs are important to their future.

He likes his work at Polaroid and his future goal is to move up in the company.

"The people here have said I should be able to advance within the company. I try not to make mistakes, but I know the people here are ready to help me be successful on the job. I want to succeed for myself, but also I know if I am a success, it might open the door for other deaf people to get good jobs. I'd like to think I helped."

ACTION PACKED—(top photo) Len Williams (13) scores a goal that helped the U.S. Deaf Olympic Hockey Team to victory in the NTID Deaf Hockey Tournament. Williams, of Lake Placid, N.Y., (middle photo) was fully prepared for action. He assisted on a last-second goal to pace his team to a 6-5 victory and was named Most Valuable Player. (bottom photo) NTID student Williams (right) and defenseman Deane Sigler of the U.S. team received special recognition from Peter Pudela (left), tournament chairman, and Julie Cammeron, faculty advisor.



U.S. Scores Final Second Victory, 6-5

When NTID student Len Williams of Lake Placid, N.Y., was cracked to the ice with the most stunning body block of the tournament, it looked as though the United States Deaf Olympic Team's chances for victory had been wiped out.

After all, Williams was the U.S.A. team's best puck handler; and no one in the first NTID Deaf Hockey Tournament had more fluid moves. At that point the Montreal Club for the Deaf was obviously in command.

Montreal, trailing 5-1 going into the final period of the championship game, rallied to tie the game 5-5 on a goal by Yves Turbide with 7:33 remaining. When Williams was assisted from the ice with 3:29 remaining, Montreal looked unbeatable.

Then, with 59 seconds left, Williams raced back onto the ice. With the final seconds ticking away, Williams scooted down the right side of the ice and slipped a pass to Terry Stewart of Detroit, Michigan, who scored with one second left to give the U.S. a 6-5 victory and the tournament title.

Williams, who may be the best deaf hockey player in the U.S. or Canada, was named Most Valuable Player for his stellar tournament effort.

It was the 5-11, 172 pounder who helped the U.S. race to a 3-0 first period lead. Twice the flashy forward stole the puck from a Montreal player and scored on breakaway plays. Jerry Fimiani, a forward from Boston, Mass., also scored on a breakaway as the U.S. led 3-0. The U.S. scored three times in their first five shots on goal.

Montreal's Don Therrien tallied early in the second period, but the U.S.'s Jim Oldham of Toledo, Ohio, and Fimiani countered to give their team a 5-1 lead after two periods.

It was Williams who assisted both times. He finished with three goals and three assists in the title game. The U.S. squad got to the finale by stopping St. Francis De Sales of Toronto 7-3. In that game Williams had two goals and three assists. His tournament total of five goals and six assists topped everyone.

Montreal, in the meantime, had to play twice during the one-day event to reach the title game. Montreal had looked like the tournament's finest team in stopping Central Ontario Association of the Deaf 7-2 and Gallaudet College 6-1. But they looked tired and disorganized in the first two periods against the U.S.

For all but one second of the final period, it was all Montreal. Between 12:12 and 10:22 Montreal scored on goals by defensemen Jean Lacoste and Philliffe Martin. With 8:10 left, forward Geietan Jean scored on a power play. Thirty-seven seconds later Yves Turbide tied the score at 5-5. It looked like it was Montreal's game until Williams performed his heroics.

Two Montreal players, defensemen Therrien and Gerard Labrecque, were named to the all-star team along with Deane Sigler, a rugged defenseman from Ann Arbor, Mich., who also is an NTID student. Sigler had two goals and five assists in the U.S.'s first victory. Gallaudet College wing Ed Nagle was cited along with St. Francis goalie Bruce Bedford.

St. Francis stopped Gallaudet 6-5 in the consolation game to capture fourth place. Central Ontario nipped Western Ontario 4-3 for fifth place honors. Western Ontario was given the Best Sportsmanship title.

But the real honors went to members of the NTID Student Congress who organized the event. Co-chairmen of the event were Sigler and Peter Pudela of Chicago, Illinois. Julie Cameron was faculty advisor for the tournament.

(Other members of the tournament committee were: Tony Schiffiano, Co-Chairman of Public Information; Patrick Sullivan, Chairman of Accommodations; John Swan, Treasurer; Barbara Allen, Chairwoman of Fundraising; Robert Greenwalt, Chairman of Hockey; Ronald Borne, Chairman of Awards, Mark Feder, Ex-Officio; Tom Pawol, Co-Chairman of Public Information, Joanne Black, Secretary; Carmelo Sciandra, Chairman of Registration; Beth Bystryski, Chairperson of Queens; and Rickey Carlo, Chairman of Entertainment.)

Despite having already played two games, Sigler and Williams, both members of the Rochester Institute of Technology team, led the Tigers to a victory of Rutgers in a 10 p.m. contest.

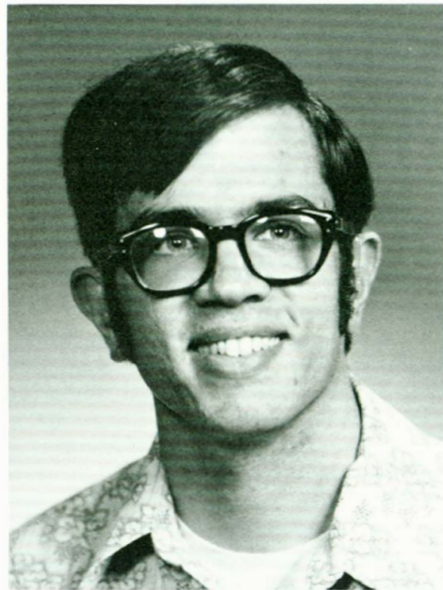
At NTID, located on the hearing college campus of RIT, Sigler and Williams are something special.



CHAMPIONS ALL—The U.S. team took a special bow after capturing the NTID Deaf Hockey Tournament title by defeating Montreal, 6-5, on a last second goal.

Students React to Present, Hopes for Future

One measure of NTID is the enthusiasm of its students toward career choices, academic programs, support services and hope for their future. Many NTID students have expressed why NTID is special to them. Here are remarks from a few of them:



BYRON SKIDMORE

2588 Kingston Road
Cleveland Heights, Ohio 44118

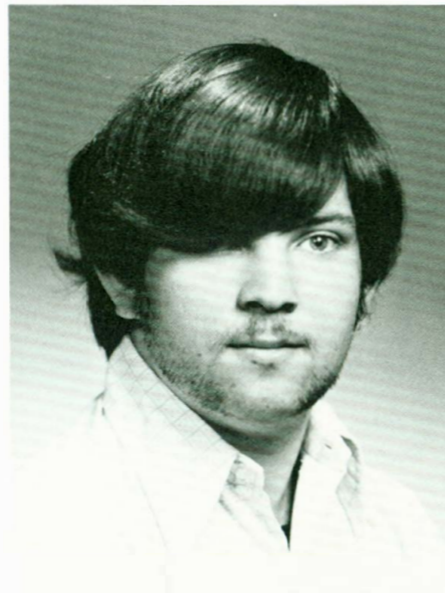
Fifth year student—third year in Social Work program—Advanced Programs

High School—Cleveland Heights High School, Cleveland Heights, Ohio

"I chose to attend NTID because of its many excellent educational opportunities. Interaction with the hearing is another factor, because it offers a deaf person some chance to gain understanding of himself as an individual, and this would qualify him to gain a position in the challenging hearing world."

"Because of today's complex society, the social work program, in which I am enrolled, is quite a challenge for a deaf individual. I must be willing to face high expectations of me."

"I've worked in the Volunteer Program, and NTID is a beautiful place where deaf people can get insight into working with other human beings. My sense of direction for my future was sharpened because of it."



LEN GARRETT

1004 South Kingshighway
St. Louis, Missouri 63110

First year student—Machine Tool Operation Program (Engineering Technologies)

High School—Missouri School for the Deaf, Fulton, Missouri.

"I wanted to come to NTID because deaf and hearing students are together here."

"Since I took some machine-type work in my high school, I knew I wanted to get into engineering. But during the Summer Vestibule Program I changed from electromechanical to machine tool operation. I will go into the new manufacturing processes program."

"I think the new buildings and new machines will really be nice. I've told four boys in my high school about NTID. I told them, 'try it, you'll like it!'"



KATHY BLUNDELL

16 Eisenhower Road
Peabody, Massachusetts 01960

Third year student—Accounting (Business Technologies)

High School—American School for the Deaf, Hartford, Connecticut.

"All my friends are here; the social life is buzzing; I like my classes; I have good tutors to help me—sure I like NTID. But I'll be graduating in about five months, and I'm going to miss everything and everyone."

"But I think I got a feeling what a real job is like. Last summer I had co-op work and lived off-campus and went to work everyday. I think I'll like it."

"Would I encourage others to come to NTID? Well, my brother is probably coming. Does that tell you?"



YVONNE VUKSICH

3478 Speno Drive
San Jose, California

First year student—Introductory Art Major (Advanced Programs)

High School—Blackford High School, San Jose, California

"The Summer Vestibule Program was good experience for many of us. We got to know a lot of people and all about campus life."

"I am an art major, and even though I've been here only a few months, I know I like it."



SUSAN JUDD

11039 Tibbs Street
Dallas, Texas 75230

Second year student—Medical Records Program (Technical Science)

High School—Texas School for the Deaf, Austin, Texas.

"I'm very happy I came to NTID. When I was in high school, a man from NTID came and talked about all the programs. I got very excited and thought I wanted to be an art major. But after I got here I had a chance to change to medical records. I'm glad I did!"

"My teachers are wonderful and explain everything about hospitals, clinics and recordkeeping."

"I know I will get a good job when I graduate."



GERALD ISOBE

3217 Kaunaoa Street
Honolulu, Hawaii 96815

Third year student—College of Business, Advanced Programs

High School—McKinley High School, Honolulu, Hawaii

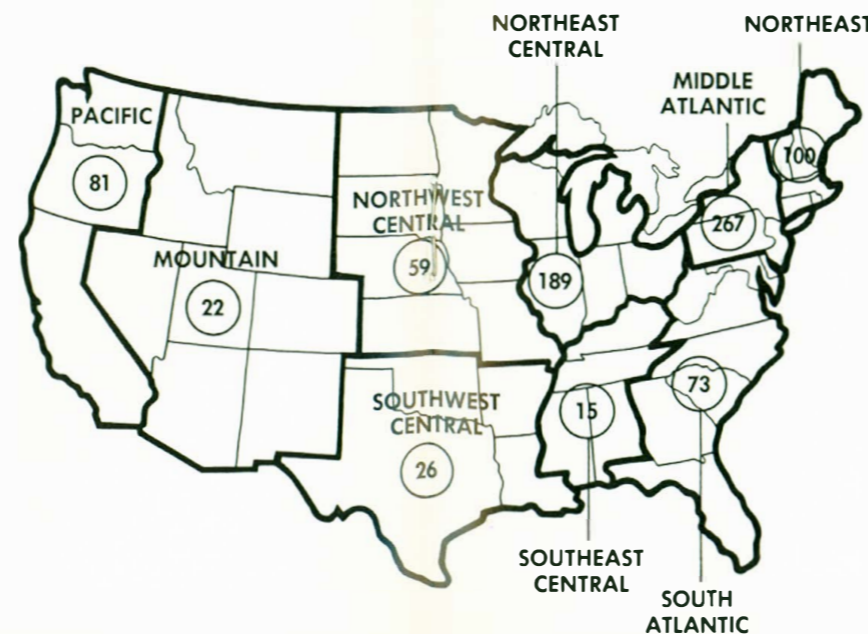
"I miss not having a tan all year long, and I'm getting used to the change in weather!"

"But I really am glad to say that I am cross-registered into RIT, because it has a good accounting program for me. NTID provides support services such as interpreters, notetakers and tutors."

"I hope to get a B.S. degree from the College of Business. It is really a tough field, but I am trying to do my best."

"I was the first student from Hawaii. Now there are six of us. We all like it, and we are very happy NTID is at a hearing college. I've always had both deaf and hearing friends."

"As much as I like it here, I'd still like to do my co-op work experience in warm and sunny Hawaii!"



NATIONWIDE PICTURE—What states do NTID students come from? Since NTID began in 1968, deaf students have represented every state in the nation. Fifty percent of NTID students come from residential schools for the deaf, and 50 percent from day programs, day classes or public schools. The above map divides the nation into geographic areas and indicates the number of students from those areas who have attended NTID.

Ed Holder Manages To Make 'Life' Fun

By Eileen Biser

Public Information Specialist

Remember the old saying about "all work and no play . . ."? A direct, engaging young man named Edward Holder has managed to make his work fun and has turned his free time into something useful.

As production associate for Project LIFE in Washington, D.C., the 27-year-old is doing all the things he likes to do and was trained to do in Rochester Institute of Technology's professional photography program. As a deaf student cross-registered into these courses, using NTID interpreters and tutors, Eddie learned the technical skills which now make him an integral part of Project LIFE (Language Improvement to Facilitate Education).

According to Dr. David A. Spidal, associate director, LIFE was initially conceived as a program for the hearing impaired to develop basic language and reading skills. But the program (administered by the National Foundation for the Improvement of Education and sponsored by Media Services and Captioned Films, Bureau of Education for the Handicapped, U.S. Office of Education) has since been expanded to include children who are emotionally disturbed, cul-

turally deprived, mentally retarded, brain-injured, those with learning disabilities, as well as non-handicapped children.

Since its original funding in 1963, the heart of the LIFE system has been the filmstrip. And this is where young cameraman Holder steps in.

"Eddie's training through NTID really prepared him for this production position. He supervises layouts and shoots 35mm color slides required for initial testing of new materials; and most important, he is responsible for shooting all the 35mm color filmstrips that the project uses," explained Mr. Leonard Lane, associate coordinator for art and production and a material designer.

Eddie is enthusiastic about this type of media. "I really like working with color. Black and white can reproduce design, but color imitates an exact mood."

The job of shooting comes after the work of a long line of other specialists. The materials are conceptualized, designed and tested by highly qualified programmers. Then they go to the artists who create colorful and meaningful pictures to accompany the words.

Finally, everything goes to the pro-

duction department. As supervisor of this division with three persons under him, Eddie is responsible for the operation of the layouts and the final filmstrip versions.

Although he started out as a production assistant when he began in January of 1971, Eddie's capabilities led him into his present associate position.

"Being in charge of others is a big responsibility. I have to be accountable for the work of the people in my department, and there are times that we just don't agree," remarked the graduate of the Illinois School for the Deaf.

Dr. Glenn S. Pfau, director of Project LIFE, added, "His friendly personality has made it easy for Eddie to have good rapport with the deaf and hearing workers under him, and he does sophisticated work which demands our respect."

The successful use of LIFE instructional filmstrips by about one-quarter of a million handicapped children says something about Eddie's work these last few years.

Activities outside the job serve to prove that "all play and no work" is not a good life ethic for Eddie either. He and his wife of one and one-half years, Barbara Morton Holder, are actively involved in church work. Not only is Eddie a bus driver for the Arlington Assembly of God church each Sunday, but he also often volunteers his time and photo equipment to take pictures for several churches in the area.

HAITI EXPERIENCE—Eddie took many pictures during his stay on the island, but he especially liked this one of an outdoor service for the native Hatians, with the cinder block foundation that he worked on in the background.



But perhaps his most fulfilling volunteer work was a 10-day trip to the island of Haiti in October.

"I went with 33 other people who came from all over the nation. I was financially sponsored by two local women. We sweated and strained and built the foundation for a badly-needed church. The native people worked with us too. Five-year-olds and 69-year-olds were struggling together to carry cinder blocks. We didn't complete the building, but the Lord really blessed us with such an experience.

"I want to return and take Barb, my wife, along next time. We Americans need to be shocked by the poverty that exists there. The people seem happy enough, but to me it seemed like a terrible life."

Eddie, whose verbal communication is almost flawless, has capitalized on this. "I've made several speeches in churches and schools telling people that nothing is impossible for us who are deaf, but that someone has to give us a chance to prove ourselves."

The attitude that he, as a deaf person, could achieve came late in Eddie's life. The son of Mr. and Mrs. Harry L. Holder, Elmhurst, Ill., was a bit down on himself in high school. After several years of working he was encouraged to enter NTID.

"I guess you could say I really blossomed at NTID. I owe a lot to several faculty members who really helped by teaching me their professional skills, but who also gave me their friendship, exchanging viewpoints and sometimes even giving me a kick in the pants when I needed it."

"I can remember very clearly when Butch Mothersell (coordinator of the Social and Cultural Department at NTID) gave me some good advice. He said, 'Eddie, if you were in an ocean and were just about drowning, would you fight and scream and hit? No, you'd let yourself float on the water, learning to go with the waves.' That's what I've learned about life, and I think that's what I try to do."

Eddie must be riding those waves nicely, because his prospects for the future are tremendous. His technical knowledge and personal capabilities could eventually lead him into establishing his own business as a professional portrait photographer, as an independent audio-visual company, or as an advertising specialist.

But whatever Eddie Holder does, you can be sure his work and his pleasure will always be one.



The NTID Story

(Continued from page 2)

SELECTION OF RIT—Rochester Institute of Technology is the sponsoring institution for the National Technical Institute for the Deaf. It was selected following numerous studies and interviews by members of a committee appointed by the Secretary of the U.S. Department of Health, Education and Welfare. Many institutions were considered, but RIT's outstanding history in technical education and its success in placing graduates were important considerations in the decision.

Founded in 1829, RIT is a private coeducational, nonsectarian college located on a 1,300 acre campus. RIT moved to its new campus in 1968, which now has an estimated value of \$100 million. Enrollment for the day colleges is more than 6,000 and more than 10,000 for the evening college, summer session and extended services programs.

ACCREDITATION—Rochester Institute of Technology is chartered by the Regents of the University of the State of New York and registered by the State Education Department. It is accredited by the Middle States Association of Colleges and Secondary Schools. It is a member of the American Council on Education and the Association of Colleges and Universities of the State of New York.

In addition to NTID courses of study, deaf students who meet the requirements also may enroll in any of the major areas of study available to hearing students.

PART OF RIT—While NTID is a national institution, it also is an integral part of RIT as one of its nine colleges, and is governed by the RIT Board of Trustees.

The fact that NTID is located on a hearing college campus is seen as an important factor in the development of personal, social and communication competence of deaf students. Educational opportunities are available for deaf students on both a junior (Technical Education) and senior college (Advanced Programs) level. In addition to the Technical Education programs that lead to certificates, diplomas and associate degrees, many deaf students take RIT courses or are cross-registered full-time or part-time into the Advanced Programs (baccalaureate) of RIT.

CROSS REGISTRATION—An NTID student cross-registered in courses in any RIT college has the support services of interpreters, tutors, notetakers, speech pathologists, audiologists, and counselors available to him.

To enroll in the program of another college at RIT, the NTID student discusses the possibility with his counselor, academic advisor, and with the NTID educational specialist in the college of his choice. They review academic progress, aptitudes and interests. A recommendation is made and the final decision is left to the college in which the student seeks enrollment.

BENEFITS OF INTERACTION—The varied educational opportunities enable the deaf and hearing to learn together. The interaction of hearing and deaf extends to housing, sports and other social and community activities. Residence halls are available for single students, with on-campus apartments and townhouses for married students. There is a full intercollegiate sports schedule as well as intramural and recreational programs. Fraternities and sororities are active on campus along with professional and honorary societies, special interest clubs and service organizations.

The entire educational program for NTID students is designed to help deaf students develop the technical skills and social awareness to compete in the hearing world of work.

Homecoming

(Continued from page 5)

"For a while I found myself falling into a rut of self-pity because I was deaf, but with the help of my family I realized that I was an individual, a person who could contribute. I decided my hearing problem was a minor part of my total personality."

Helping other deaf individuals overcome similar problems played a part in her decision to come to NTID.

"I had heard from friends that RIT had a good social work program, but I felt I needed the support services that NTID offers. So far, I love it here."

Besides her academic studies, she has found time to join the NTID Drama Club and to do some volunteer work.

"I've been working with a child at one of the local hospitals, and through this work I met an older patient who, because of an accident, lost his speech. I asked him if he would like to learn some sign language instead of writing notes all the time. He's learned very quickly, and I think it's opened up a whole new world for him."

The only problem Ms. Cole has encountered since she came to NTID has been the separation from her best friend.

"I have a twin sister who is hearing and is studying psychology at Southern Illinois University. We've always been very close. I could have gone to SIU with her, but felt this college offered the most for me. Anyway, now we'll have twice as many things to talk about when we see each other."

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TESTING SKILLS—Pat Cullen of Green Bay, Wisc., tests his data processing skills in the cooperative work-study program. Although still a student, Cullen is working for Rochester Gas and Electric Co.

'NTID Was Worth the Wait'

Sometimes you have to wait a little to get exactly what you want, but for NTID student Pat Cullen, the wait was worth it.

Cullen, a student from Green Bay, Wisc., graduated from Green Bay East High School in 1962 and didn't make it to NTID until ten years later.

"When I graduated from high school, NTID didn't exist. I worked in a machine shop for nine years. I was always fascinated by the computer systems and the numerically controlled machine tools but didn't have the knowledge to move into those areas," he said.

When the machine shop he worked in closed down two years ago, Cullen decided he wanted more education and upward mobility and was referred to NTID by his vocational rehabilitation counselor.

"I had taken courses at other schools during that time but found I

needed support services that the schools did not provide."

Now working for his associate's degree in data processing, Cullen is in the middle of a cooperative work experience at Rochester Gas and Electric Co. The cooperative experience is built into many NTID programs so the student has the opportunity to apply and test his classroom skills on the job.

Jim Hood, supervisor of RG&E's computer operations and Dan Ritzel, manager of data processing, praised Cullen's work.

"Pat's understanding of computer operations was excellent when he came. He caught on to our procedures very fast and has no problem keeping up with the flow of work. He's the first deaf student to work in this area and he's been doing great," Hood said.

Cullen feels he's getting a lot of

experience from his co-op job.

"I'm learning every minute I'm on the job," he said. "I'm getting experience working with all the equipment and doing a variety of jobs. I feed work from the console into the computer, make sure the work is flowing correctly and do a lot of detail work."

What plans does he have for the future?

"There are many things open to me now. I might go on for a bachelor's degree or try working in my area for awhile. With the services provided by NTID, I'm learning what I've always been interested in, and the co-op experience is just great. The people here encourage me and seem to be interested in me. They've been great."

"If NTID had been around ten years ago, things might have been different for me, but I think by working I realized how much a good education is worth. NTID was worth the wait."

NTID Opens World to Jane Maskal

"NTID opened up the whole world to me," says Jane Maskal of Lebanon, Ill., St. Louis, Mo., and Washington, D.C.

If the National Institute had to select one of its graduates as a good example of a deaf student who developed technical, personal and communication skills, Jane would be a good choice, insists Dr. William E. Castle, dean of NTID. As a graduate she also exemplifies vertical and horizontal job mobility.

Jane graduated from Ursuline Academy, an all-girl hearing high school in Arcadia, Mo.

"I knew very little about life," Jane recalls. "As the only deaf girl in school, everyone was nice, but the girls often got tired of explaining things to me. It meant I was often left out of conversations. I knew my parents had spent a lot of money to send me away to school. They wanted me to develop good speech."

The daughter of Dr. and Mrs. Richard Maskal of R.R. #2, Box 11,

Lebanon, Ill., quickly learned after enrolling in 1969 that NTID also was concerned about her speech development and intelligibility.

"I'm told my speech is better today than when I first enrolled at NTID," Jane says grinning.

Jane could be accused of having a perpetual grin about almost everything. She loves life and has developed good friends among both hearing and deaf.

"I never really met a deaf person before attending NTID," adds the Business Technologies graduate. "I was shy then. I knew NTID was on a hearing college campus (Rochester Institute of Technology), but I was anxious to get to know some deaf people.

"I feel I learned as much from deaf people at NTID as I did from hearing. I was always impressed with the way NTID students were willing to teach hearing students to communicate."

NTID students also were impressed by Jane. She was the first student named "Miss NTID" (May, 1970).

"I quickly learned in college that it was best not to favor any group," Jane recalls. "I just tried to get along well with everyone. Being named the first 'Miss NTID' was a great honor."

Jane has great plaudits for NTID counselor Joe Avery, who she said was like a second father in helping her develop personally and socially.

She started to date boys for the first time and now can confidently say she likes quiet boys with good manners.

"I think I just follow my own feelings," adds the 24-year-old beauty.

Following graduation from NTID in 1970, she went to work with the Federal Reserve System in St. Louis. But she did not like working with money. That reason and other personal ones caused Jane to seek a transfer to the Division of Data Processing, Federal Reserve System in Washington, D.C., in August, 1973.

"We knew from the first interview that Jane was the kind of person we wanted on our staff," said Bob Donati, operations supervisor. "She gets along with everyone and communication is no problem."

Jane credits her immediate supervisor, Jackie Elmes, keypunch supervisor, with helping her adjust to her new job of preparing keypunch cards.

"I had keypunch work in college, but that was three years ago," she mentions. "With Jackie's teaching, it didn't take long for me to pick it up again."

Jane works the 11:30 a.m. to 8 p.m. shift—that's part of being the new girl in the program. When someone new is added to the staff, Jane will be switched to the day shift.

"I really don't mind working at night," she says. "When I start and finish, the traffic is not bad." Jane lives with three girlfriends in Laurel, Md., about 30 miles from the office which is in one of the nation's most famous office buildings—Watergate.

"Working at Watergate always is good conversation," she remarks as she finishes a glass of wine and a dinner of frog's legs at an elegant Kennedy Center restaurant.

"I think my future is here," Jane concludes, "but now the whole world is open to me."



DISCUSS PROGRAM—Jackie Elmes (right), keypunch supervisor with the Federal Reserve in Washington, D.C., discusses a keypunch project with NTID graduate Jane Maskal of Lebanon, Ill.



A SPECIAL DAY—Dr. Robert Frisina (left), director of NTID, chats with Secretary of Health, Education and Welfare Caspar Weinberger as Mrs. Doin Hicks, wife of the director of the Model Secondary School for the Deaf in Washington, D.C., looks on. The meeting took place during Groundbreaking festivities for the Model Secondary School for the Deaf.

Special Tours Scheduled For Students, Parents

An extensive visitors program is now available at NTID for students considering a career in the technologies.

Tours are designed to meet the special interests of both the deaf high school student and his or her parents. The personalized tours provide an overview of NTID and the opportunity to see the technical education programs and special support services that are provided to meet the specific needs of individual deaf students.

Tours are also offered to professionals in deaf education and related fields, special education students, or interested members of the general public.

In order to individualize your visit, notice is requested at least three weeks prior to your trip to Rochester, N.Y.

Visits to NTID may be arranged by writing: NTID Visitors' Coordinator, NTID Public Information Office, National Technical Institute for the Deaf, One Lomb Drive, Rochester, N.Y., 14623, or calling (716) 464-2341.



VISITORS WITH A PURPOSE—Ellis P. Faro, director of employment at Bausch and Lomb, Dr. Jack Clarcq, assistant dean of Technical Education at NTID, Lee Becker, Bausch and Lomb Corporate Industrial Relations, and Fred Hamil, chairman of Technical Science, discuss the development of NTID's new Optical Finishing program.

NTID STUDENT CONGRESS

25 Andrews Memorial Drive Rochester, New York 14623 (716) 464-2867

Dear High School Student:

On behalf of the NTID Student Congress (NSC), I want to say "Hello".

Deaf students attending NTID have found technical education programs that lead to good jobs.

There are many opportunities for deaf students for leadership, volunteer work in the community and personal enjoyment through NSC, the NTID Drama Club and other organizations and activities on the RIT campus.

NSC, through the RIT Student Association, sponsors programs and encourages participation.

If you are interested in a technical career or have not made a choice for your future, NSC hopes you will consider NTID.

Sincerely,

A handwritten signature in cursive script that reads "Tom Mather".

Robert (Tom) Mather
President
NTID Student Congress

Whom To Contact

If you have a question about any aspect of NTID, here are some of the faculty and staff who will be anxious to hear from you:

(Area Code 716 applies to all phone numbers shown). (General Teletype (TTY) number—464-2181).



Dr. William Castle
Dean
464-2128



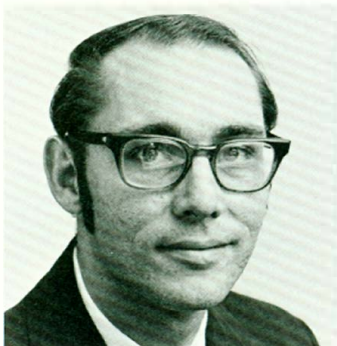
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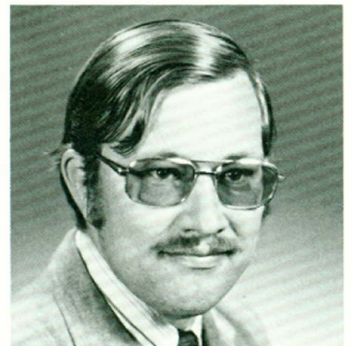
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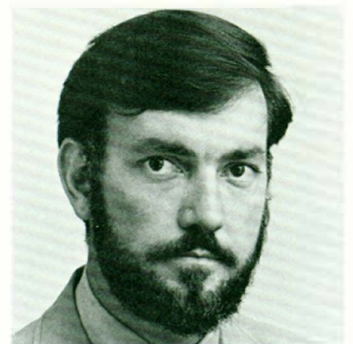
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