

Education Costs for NTID Students Become Effective in July

Dr. J. M. Pickett Speaks at RIT

"Recent Developments of Special Instrumentation for Use with the Deaf" was the topic of a lecture by Dr. J. M. Pickett, in the RIT main General Studies Auditorium, March 6. Dr. Pickett is the Director of Acoustic/Communication Research and Research Professor of Audiology at Gallaudet College.

He began by briefly discussing a few of the major accomplishments in the area of hearing aids, such as Alexander Graham Bell's Flamenometer. This device, invented by Bell in 1874, utilized the speaker's voice changes to produce corresponding changes in the height of a flame. "This was the first visual feedback aid for the deaf and it paved the way for many more to come," he commented.

Dr. Pickett continued, describing various developments which eventually led to the highly refined hearing devices in use today. He noted that the turning point was the invention, in 1945, of the Bell Visible Speech Translator, a device which greatly simplified visual speech.

He then proceeded to acquaint the group with some of the characteristics of sound. With the aid of diagrams and graphs, he described the acoustic character of the various sounds in speech and showed how these are utilized in instrumentation for the deaf.

"I had a rather meager technical background until just a few years ago," he explained. "I joined Gallaudet mainly because I had become very interested in some of the new developments in technology for the deaf."

Following his presentation, Dr. Pickett answered several questions from the audience, then held an informal discussion, in which he demonstrated the use of hearing aids.



Costs include tuition, fees, room and board

Rochester Institute of Technology announced in March, 1969 that students entering NTID will be charged for educational costs, starting July 1, 1969.

A committee of representatives from RIT and the Federal Government was organized and met for the first time in November, 1968 to discuss the matter of NTID student costs and determine the exact amounts to be charged. As a result of the work of this committee, the following principles were developed:

1. No qualified but needy deaf student shall be denied admission to NTID.
2. NTID can be thought of in the same light as a Land Grant College and student charges should be similar.
3. Annual tuition to be charged at NTID and Gallaudet College shall be identical.
4. After July 1, 1969, students will be charged for costs, (as outlined in chart below).

ANNUAL CHARGES 1969-1970

	Sept. 1969- June 1970	Summer 1970
Tuition	\$ 360	\$120
Room	333	111
Board	516	172
Athletic Fee	15	—
Student Association Fee	25	—
Student Union Program Fee	10	—
Student Union Building Fee	75	—
Residence Hall Program Fee	7	—
	<u>\$1,341</u>	<u>\$403</u>

In addition to costs listed on the chart, special charges will apply in some cases. These include an application fee of \$15.00, payable when a student submits an application for enrollment; a \$25.00 non-refundable deposit, paid by accepted students, to reserve a place in class (after registration, this amount is credited to the student's Housing Security Deposit); and a \$15.00 graduation fee, paid in the academic quarter prior to a student's graduation.

Personal expenses average approximately \$150 per academic quarter.

Visitor listens as Dr. Pickett, right, explains various components of a portable hearing aid.

NTID Profiles

Dr. E. Ross Stuckless Director of Research and Training

"I'm convinced that deaf students, given the opportunity to fulfill themselves, can successfully compete with hearing people in the world of work."

This philosophy of strong determination is evident to anyone who talks with Dr. E. Ross Stuckless. The Canadian-born, 35 year old professor is one of those people who, in addition to being dedicated and ambitious, is genuinely interested in people, their thoughts and their ideas. A rare combination, many would say, and yet, anyone entering Ross Stuckless' office at any time, can fully expect to be greeted with a smile and a friendly welcome.

Dr. Stuckless feels that his interest in deafness can be traced back to his youth, in his hometown of Toronto, Ontario, where he spent considerable time with his deaf younger brother. Although he didn't become seriously interested in deafness until many years later, he still feels that this early acquaintance with deafness played a major role in his decision to spend his life in that field. He recalls that, at one point, when he was teaching at the American School for the Deaf in West Hartford, Connecticut, his younger brother was actually one of his students. Today, his brother is a printer at the University of Toronto Press.

After earning his Bachelor of Arts Degree in psychology at the University of Toronto in 1956, Dr. Stuckless attended Gallaudet College, where, in 1959, he was awarded the Master of Science Degree in Special Education. In 1963, at the University of Pittsburgh, he earned his Doctorate in Special Education and Rehabilitation.

"My original college plans were to become a psychologist," he recalls, "then it was suggested that I get into educational work with the deaf. I got started and from then on, my interest just continued to grow and grow."



With nearly a dozen well-known professional publications to his credit, he is probably best known for his work with J. W. Birch, "The Influence of Early Manual Communication on the Linguistic Development of Deaf Children," which appeared in 1966 in *The American Annals of the Deaf*. His many professional memberships include The Committee on Research and Development Centers for the Handicapped, U.S. Office of Education; and The Research Committee, Council for Exceptional Children. Also, he is a consultant to The Division of Research of the Bureau for the Education of the Handicapped, U.S. Office of Education.

Dr. Stuckless traces his interest in NTID back to 1963, when he participated as principal investigator in a six-state survey of the occupational functioning level of deaf young adults. From this survey, it was learned, among other things, that deaf young people were not getting adequate training and were generally under-employed, usually staying in the same jobs for long periods of time, without advancement. The findings contributed directly to a surge of interest and concern in Congress and the Department of Health, Education and Welfare, which eventually led to the establishment of NTID.

He came to NTID in August, 1967, from the University of Pittsburgh, where he was an Associate Professor. Prior to that he spent two years as a houseparent, then as a teacher at the American School for the Deaf, and three years at the Western Pennsylvania School for the Deaf. His position as Director of Research and Training has a very direct bearing on the total field of education of the deaf. "We are seeking solutions to problems confronting the deaf student in the hearing college environment. We're involved with improving the methods of teaching deaf students. Educational Technology plays a large role but we must remember that hardware is only the means, not the end. To be successful, students must take full advantage."

The training function, he says, is designed to upgrade skills as quickly as possible. At the present time, this function is primarily concerned with helping RIT as a whole to offer services to deaf students. "We try to work with people such as teachers, students, secretaries and residence hall advisors. As we add more NTID staff, training will be extended to them to help them attain special skills and work more effectively."

His personal thoughts on NTID? . . . "I was enthusiastic when I came here, but my enthusiasm has actually increased since that time and it continues to increase as I observe the progress of the deaf students; as all of RIT continues to support and be interested in the program; and as I see more people, genuinely interested people, being attracted to NTID. I think the NTID system is good because of the presence of hearing students. Any of our shortcomings are going to be obvious to us because we have the basis for comparison right now. We'll really know, in a few years if we're meeting our objectives; if our students move into jobs comparable to hearing students and if they continue to advance to better jobs."

For the future, Dr. Ross Stuckless sees many opportunities. "I think we're on the verge of some major changes in methods of teaching deaf students. Educational technology will certainly play a large part in helping to bring about a significantly improved educational level of deaf children. I believe the opportunities for deaf students are ever-increasing and deaf people are coming more and more into the mainstream of professional occupations."

Dr. Stuckless is a man who believes in many things and demonstrates his ideas with a friendly and confident enthusiasm that naturally inspires students as well as fellow staff members. Summing up his feelings on NTID, he calls the program . . . "fantastically challenging."

Life as an NTID Student: *Tony Caloroso Shares His Experiences*

For the students of the California School for the Deaf at Berkeley, it was a valuable, informative occasion.

For Tony Caloroso, a deaf second year student in RIT's School of Printing, it was a unique opportunity.

"The Birth of NTID: My Experiences and Observations at RIT" was the subject of a speech he delivered at the Berkeley School, where he was once a student. He is a graduate of CSD's Riverside School.

To lead off his talk, Tony posed a rhetorical question:

"Do you feel that our schools and institutions of the deaf have provided you with what you need most in your life — a successful occupation and a bridge to the hearing world?"

Tony answered this query many times over in his speech. About NTID he stated, "It is the first attempt to educate the deaf beyond the high school level in technical, scientific, and business skills within a regular academic community." Tony related the vital importance in learning to integrate and mix with hearing students.

Tony transferred to NTID from Gallaudet College where his interest in printing seriously developed through association with the *Buff & Blue*, the Gallaudet College newspaper, with which he served as layout editor in addition to other positions. His first experience in learning printing, however, was at the California School for the Deaf at Riverside. "You see, I was a former student at Gallaudet for three years and transferred to NTID because of the opportunity to obtain an extensive knowledge of all aspects of Graphic Arts and to major in Printing Management."

Tony described a "typical day" in Graphic Arts. "In printing classes I am often overwhelmed over how the professors' lectures go at such a rapid pace, without stopping except to answer the students' questions," he stated. "However, I have kept up with my courses very well by regularly studying the homework assignments and asking questions of my notetakers and tutors until the late hours — often for 5 or 6 hours every day."

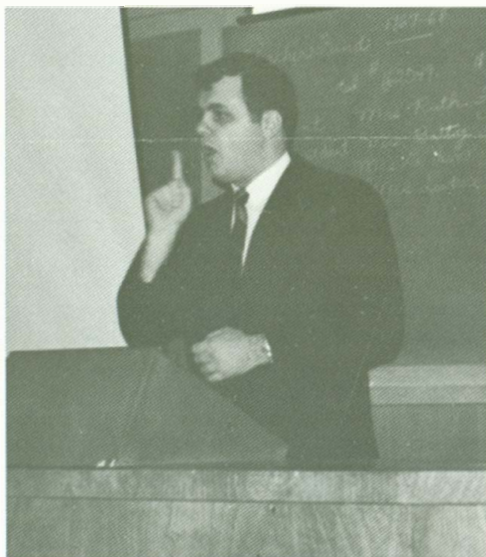
Tony Caloroso is one of four deaf students taking Graphic Arts at RIT. According to Tony, "We have the common objective of pursuing successful careers in the printing, publishing and allied industries." As for himself, "I want to open doors to more job opportunities for the deaf."

Tony feels that going to college with hearing students is a lesson which cannot be overrated. He mentioned the many opportunities to be shared in social, recreational, athletic, and academic activities with hearing students, and the many benefits — some subtle, some dramatic — which can be gained through these mutual associations. He cited an educational club sponsored by NTID students entitled, "Talk With Your Hands." According to Tony, "the purpose of this club is to help teach the RIT students how to communicate with the deaf through use of the manual sign language." The turnout for these meetings has been exceptional.

Such interaction with hearing students has proved highly

beneficial to NTID students in achieving academic success also. "In Graphic Arts," Tony explained, "I often help my hearing classmates with the operation of some machines and they provide me with some help in learning other operations. They also provide notes and keep me informed about everything."

In addition to the cooperative activities between NTID and RIT students, Tony spelled out specific efforts within the NTID community to the audience at the California School for the Deaf: (1) the Co-Curricular Coordinator, (2) NTID Educational Specialists in each of six colleges at RIT, (3) notetakers, and (4) interpreter services in classes.



Concluding his presentation, he gave his personal impressions of the living environment in general for NTID students at Rochester Institute of Technology. He described the residential atmosphere as "extremely pleasant and friendly," and added, "there are several NTID students with hearing roommates who have been enjoying this relationship and communication."

For Anthony Caloroso, Jr., a 23-year old deaf student from Castro Valley, California, this had become a fine opportunity to address fellow deaf students and perhaps inspire them by his message of personal involvement and success in the world of the hearing.

For the students of the Berkeley School, Tony's address had become a fresh glimpse into the world of higher education for the deaf.

For both sides, there could be little doubt that it was an evening well spent. "Thank you for the opportunity to be with you tonight and let me wish you the best of luck in aiming for college," Tony concluded. "That will be the best four years of your life."

NTID Administrative Assistant Publishes First Book

Mr. William H. Williams of the NTID Staff recently became an author when he published a textbook entitled "Introduction to Data Processing and COBOL."

According to a report in Technical Education News, the text, published in March by McGraw-Hill, helps in filling a critical need for up-to-date instructional materials in the field of data processing and the specialized area of COBOL, (Common Business Oriented Language).

Prior to joining the NTID Staff, Mr. Williams was a training specialist and management systems analyst with Lockheed Missile and Space Company of Sunnyvale, California. Here he collaborated with Mr. T. M. Wendel in the design, development and teaching of a programmers training course which, through its success, became the basis for this textbook. Mr. Wendel is the co-author of the book.

A native of New York and long-time resident of California, Mr. Williams and his wife and three children presently reside in Pittsford, N. Y.

At RIT, his position is Administrative Assistant to the Vice President for NTID.

Dr. June B. Miller Named President of Bell Association

Dr. June B. Miller, professor of Audiology at the University of Kansas Medical Center is the new president of the 7,000-member Alexander Graham Bell Association for the Deaf. She took office for a two-year term on March 4 at the close of a two-day meeting of the Board of Directors held in Washington, D. C.

Dr. Miller, who has been a member of the Board for a number of years, is also educational director of the L. B. Spake Department of Hearing and Speech at the University. She joined the faculty of the University of Kansas in 1949 following several years of experience in teaching deaf children at the University of Oklahoma and in the Kansas City, Missouri, public schools.

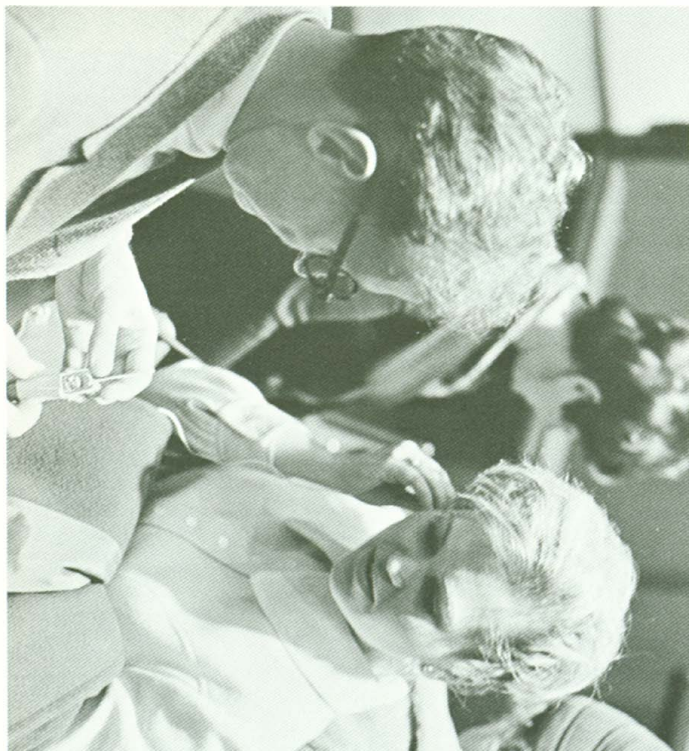
At the Medical Center Dr. Miller has been associated with the pre-school for deaf children and for 20 years has combined efforts with the Kansas State School for the Deaf to hold an annual institute for parents of young hearing handicapped children.

Dr. Miller succeeds Dr. Helen Schick Lane as president of the A. G. Bell Association.

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Dr. J. M. Pickett, left, demonstrates hearing aid for attractive guest at his March 6 lecture on the RIT Campus. Story Page One.



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