

ntid focus

Publication of the National Technical Institute for the Deaf

Aim a Little Higher...
NTID





What Do You Know About The National Technical Institute for the Deaf?

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 if given a specialized education.

NTID is the only national 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 1300 acre 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 in 1968. This number will gradually increase to 750 students by the fall of 1977.

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.

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.

Technical Education Programs

(certificate, diploma or A.A.S. degree may be earned)

Business Technologies Department:

Office Practice and Procedures
Data Processing
Accounting Technologies

Technical Science Department:

Histologic Technician
Physician's Office Technician
Hematology Technician
Clinical Chemistry Technician
Microbiology Technician
Medical Record Technician
Medical Laboratory Technician
Optical Finishing Technology

Engineering Technologies Department:

Architectural Drafting
Industrial Drafting
Electronics
Manufacturing Processes
Numerical Control Programming
Architectural Technology
Civil Technology
Electromechanical Technology

Visual Communications Technologies Department:

Applied Photography
Printing Technology
Applied Art

Advanced Programs

(B.S. or master's degree may be earned from RIT)

College of Business
College of Continuing Education
College of Engineering
College of Fine and Applied Arts
College of General Studies
College of Graphic Arts and Photography
College of Science
Institute College
School of Applied Science
Department of Packaging
Department of Computer Science and Technology



Technical Education Means Jobs For Deaf Graduates

The national unemployment rate is up to nearly six percent. Ninety-eight percent of all NTID students find good jobs when they graduate.

Many college graduates accept jobs in areas other than the one they majored in in college. Ninety-six percent of all NTID graduates find well-paying jobs in their field and at a level commensurate with their training.

Many students leave college and find that after investing time and money on an education, they are not trained to do much of anything. NTID students receive extensive skill training and hands-on experience in the technical area of their choice.

Jobs are hard to find — but not for graduates from NTID career programs. NTID graduates are working in hospitals throughout the country as medical record and medical laboratory technicians. Others have careers in engineering as machine tool operators, architectural draftsmen and civil engineering technicians. Printing, applied art, accounting, computer programming, and applied photography are other fields that list NTID graduates on their work force.

"There are many professional and semi-professional jobs available in the technologies that do not require a four-year degree," Dr. William E. Castle, dean of NTID, says. "Although," he points out, "students who qualify and wish to continue their education can cross-register through NTID into any of Rochester Institute of Technology's other colleges for advanced study."

Jobs mean money, and most of the jobs available in the technologies have good starting salaries with plenty of opportunity for advancement.

NTID has developed its technical education programs based on opportunities available in business and industry. The Institute has an extensive research program to find out what jobs are available in each technical field. These jobs are then studied to find out what knowledge and skills are required and whether a qualified deaf person could do the job as well as anyone else. All NTID programs have evolved in this manner, aimed at careers that offer good pay and upward mobility.

NTID programs that offer a high job potential at present include the allied health field and engineering, with an

emphasis on manufacturing processes, civil technology, and electronics. Optical finishing is also an up and coming field, according to Assistant Dean of Technical Education Dr. Clarcq.

"Technicians are the backbone of the health field, and we feel that the deaf can find this field rewarding both professionally and personally," Fred Hamil, chairman of NTID's Technical Science department said. "There is a demand for technicians to work in hospital laboratories and in medical record libraries because of such things as increased population, expanding medical services, and the development of medicare and other government health care programs."

The manufacturing industry is continually growing throughout the country. Research and development bring new designs and new products to be produced. NTID's Manufacturing Processes program provides students with a solid background in the skills used in this industry.

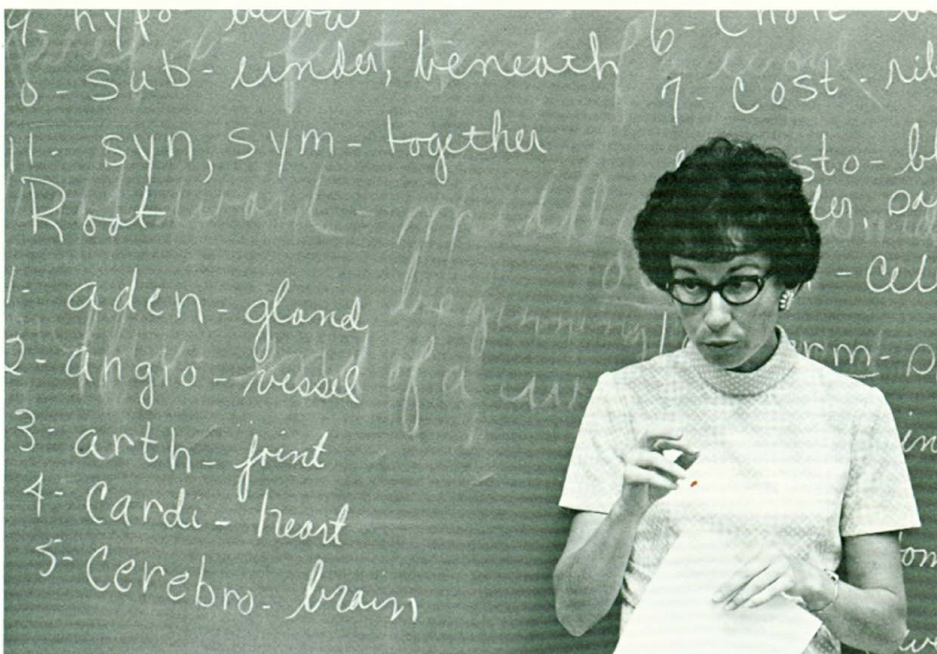
"The job potential in the engineering area is excellent," Edward Maruggi, chairman of the Engineering Technologies department says. "Our program incorporates the latest methods and equipment, as well as all the tra-

ditional forms used in the manufacturing industry. We feel our graduates will have every chance to find well-paying, responsible jobs in this field."

Other areas in engineering with good job potential offered by NTID include civil engineering technology and electronics. The concern for urban and suburban development and better transportation systems makes the role of the civil engineering technician an important one in today's society. Graduates of NTID's Civil Technology program will be able to perform a variety of jobs relating to construction, land development and transportation systems. Students in the electronics field will find themselves prepared to enter a job in any one of hundreds of companies across the country who utilize electronics.

The Optical Finishing Technology program, offered by the Technical Science department, was instituted because of the need for well-trained technicians to produce prescription eyewear for the optical industry, and it shows good job potential.

Other areas of study offered by NTID's Division of Technical Education include Office Practice and Procedures, and Accounting and Data Processing for students interested in a business



NEW WORDS — Learning new vocabulary is part of course study in all NTID programs. Students learn to be familiar with words and terms they will use on the job.

career. The area of Visual Communications Technologies offers programs in Applied Art, Applied Photography, and Printing Technology. Additional areas offered in engineering include Industrial and Architectural Drafting, Numerical Control Programming, and Architectural and Electromechanical Technology.

"We try to keep our programs flexible enough to meet the needs of industry and our students. By taking advantage of the educational opportunities offered at NTID, our deaf students have great potential to contribute to the world of technology," remarks Dr. Robert Frisina, director of NTID.



NEW SKILLS — Students in Medical Laboratory Technology learn a variety of skills that are needed to work in a hospital laboratory.



NEW EXPERIENCES — In the Applied Art program students get experience they will use working in an art studio or advertising agency.

Deaf Students Prove Capable Of Earning Advanced Degrees

An increasing number of deaf students are pursuing baccalaureate degrees in other colleges at Rochester Institute of Technology, NTID's host institution.

"Twenty-five to 30 percent of all NTID students are enrolled fulltime in other RIT colleges, and approximately 60 percent of all our students are taking courses in other colleges at one time or another," Dr. Milo Bishop, assistant dean for Advanced Programs at NTID, says.

Deaf students have proven they can be successful in pursuing advanced degrees. Edward Holder of Elmhurst, Ill., is a former production associate for Project LIFE (Language Improvement to Facilitate Education) in Washington, D.C. As a graduate of RIT's professional photography program in the College of Graphic Arts and Photography, he utilized NTID interpreters and tutors to learn the technical skills he needed to make him a creative part of the Project LIFE staff.

Richard Potter of Santa Monica, Calif., is a 1972 retailing graduate of the College of Business. He now owns and operates a retail fabric business, the first NTID graduate to own a business. Valerie Lee Sedano, a 1973 art and design graduate from the College of Fine and Applied Arts, lives an exciting life as a special education aide at the Smithsonian Institute.

William Ingraham, one of the first deaf students to graduate from the accounting program in the College of Business, is an agent for the Internal Revenue Service in Rochester, N.Y. College of Engineering graduate Richard McElwain is an electrical engineer with Xerox Corporation in Dallas, Tex.

Because of the increasing number of students enrolled through NTID in other colleges, the educational support teams in the colleges serve an important function. Each support team is responsible for seeing that the educational needs of every deaf student are met. This involves consulting with the faculty in each college about the needs of their students. In some cases it involves team teaching, in others it is the development of compensatory training materials designed to prepare deaf students before they enter into a program or a course. Tutoring is another way of meeting that need.

"Right now the support team in the College of General Studies has the heaviest student load, since all students in associate or baccalaureate degree programs must take courses in that college. Nine of our students recently earned baccalaureate degrees from the college's social work program. It was the program's first graduating class," Bishop said.

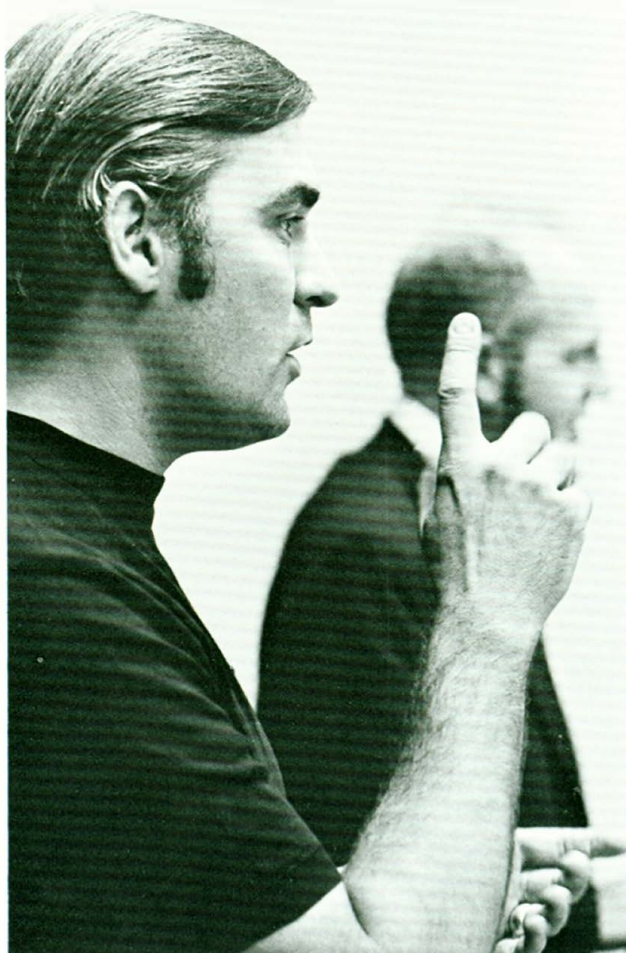
Developing a strong relationship between NTID and the other RIT colleges to meet this need is of primary concern to each educational support team, according to Dr. Bishop.

"Besides those enrolled in baccalaureate degree programs, a significant number of deaf students take at least one course in the colleges. The numbers and needs of these students are getting too large to be satisfied by the NTID support teams alone. Ways

of dealing with this must be shared by all of RIT," Bishop says.

RIT faculty members who have never taught deaf students are encouraged to work with the support team in their college. Some instructors have found by incorporating new techniques in the classroom, such as the use of visual aids, they have provided a more complete learning situation for both hearing and deaf students. Others have found it beneficial to learn manual communication.

Tom Raco, former educational specialist in the College of Fine and Applied Arts, has been appointed assistant dean for NTID in that college. The joint appointment enables him to have a more direct communication link with the dean and faculty of the college and to have more input into curriculum development in the college.



SUPPORT SERVICES
— Jim Stangarone,
NTID professional
interpreter, interprets
for deaf students
enrolled in RIT's
other colleges.

Raco views the appointment as the "culmination of five years of work by the whole support team. I think it shows the confidence of the dean and faculty of the college to deal with the needs of deaf students by utilizing the educational support team."

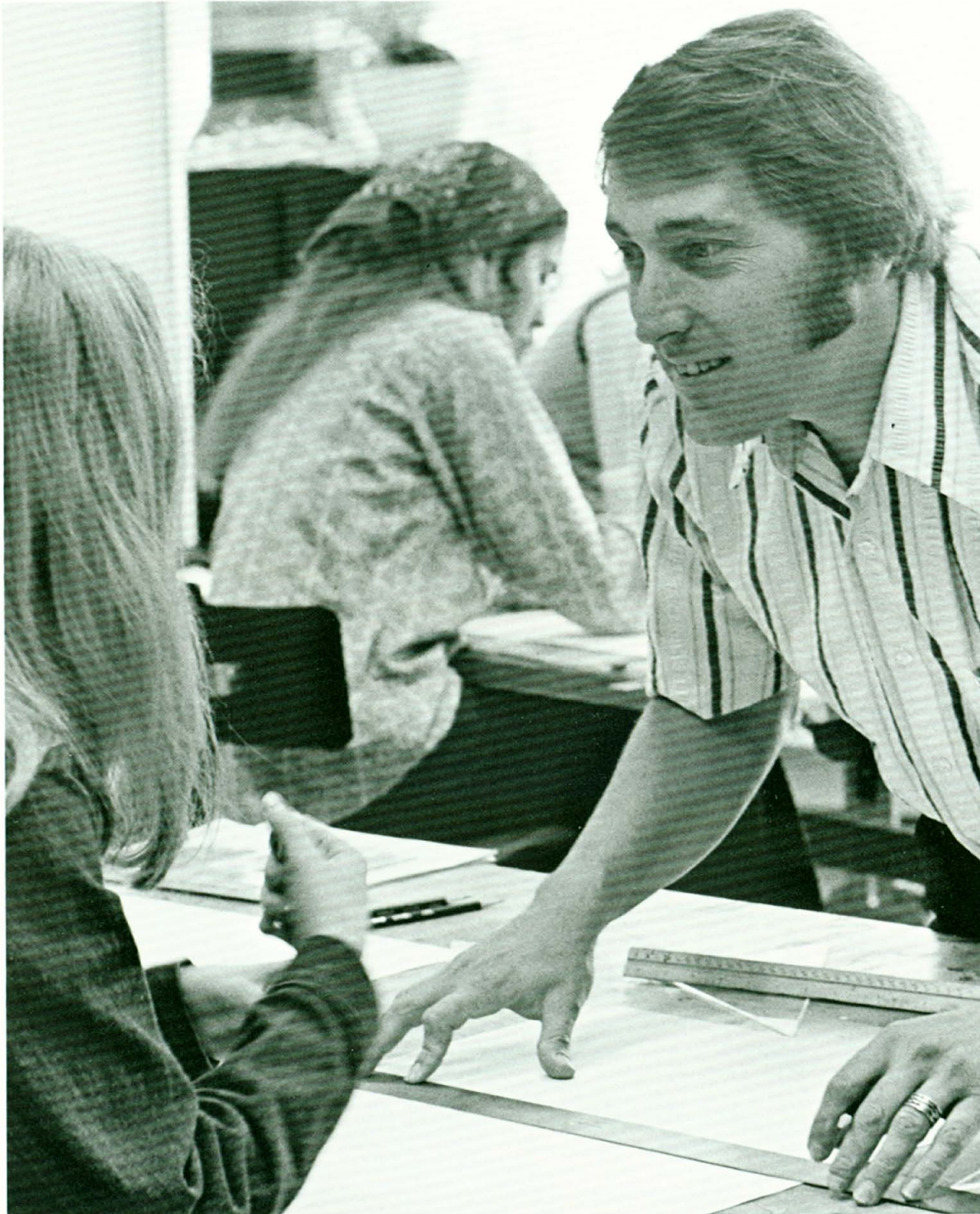
In the other RIT colleges similar routes have been taken by naming edu-

cational specialists in those colleges to the position of staff chairmen. The chairmen for NTID serve the same kind of function as other chairmen in those colleges.

Besides supporting faculty in the colleges and providing support services to students, Bishop feels the educational support team must moti-

vate each student to become a self-generated learner.

"Students have to learn how to learn on their own if they are to have complete mobility when they leave. We are trying to develop habits in them which will help them become successful at NTID, and at the same time, reduce their need for support services."



HELPING HANDS — Tom Raco, assistant dean for NTID in the College of Fine and Applied Arts, gives individual instruction to a deaf student in that college.

NTID Changes Roberta Kauffman

There have been changes in Roberta Kauffman. Even Roberta herself can recognize them.

Her mother feels the National Technical Institute for the Deaf played an important part in what Mrs. Kauffman calls the "maturing" process.

"She's not the same girl that first went to NTID," Mrs. Kauffman offers. "Now she's more outgoing."

Deaf since birth, Roberta was known for being shy and withdrawn. Following schooling in the Dade County School System and St. Augustine School for the Deaf, Roberta enrolled in NTID in 1971 for postsecondary education.

She chose Business Technologies and earned a diploma in June 1973. She was then hired by United First Florida Banks, Inc., Florida's fourth largest bank holding company located in Coral Gables, Florida. Roberta works with site payment commercial checks, deposits, filing of checks and the processing of statements.

"We have been looking for handicapped people to hire for some time," said Pat Marshall, assistant vice president of Operations Administration. "It has been difficult to find someone qualified. There was something about Roberta that indicated to us that she wanted to work and be on her own."

Roberta's deafness has proven to be an asset in her work, according to Pat Kauffman (no relation), general manager, bookkeeping.

"Roberta's business training at NTID helped considerably," Pat Kauffman (no relation), general manager, bookkeeping added. "Her concentration on the job has helped with good quantity and quality of work. She is qualified for an accounting position — we hope that when a position opens she can move up."

"NTID gave me confidence in myself and prepared me well for this job," Roberta added. "I would prefer a chance to work with figures and machines. Right now I'm going to classes to learn more about the principles of the bank operation."

The bank has been impressed with Roberta's flexibility on the job. During certain times of the month the staff is required to work late to meet deadlines.

"When Roberta first joined us," Pat Kauffman recalled, "she was very in-

dependent. She didn't want any help. She wanted to do everything on her own. But she soon realized that we help each other in this business. It's all teamwork here."

Roberta's on-the-job adjustment was quickened by the addition of another deaf person to the staff, Haydee Mendoza.

"We compared notes and found that we had gone to school together for one and a half years. We've become good friends," Roberta added.

Another good friend, Debbie Ritchie from St. Augustine School for the Deaf, is studying at NTID to become a medical laboratory technician. The two girls had a reunion when Roberta recently flew to Rochester, N. Y.

Roberta's real symbol of independence is her new Chevrolet Nova. Her eyes sparkle when she talks about learning to drive and the "excitement" of "being behind the wheel."

Her favorite hobby is making artificial flowers. Called film craft, the flowers have become gifts to many relatives and friends and can be seen on the desks of the bank employees. Roberta calls them flowers of friendship.

In work, Roberta has been pleasant and outgoing, according to Libby Ramos, assistant manager and Roberta's immediate supervisor. Communication takes place primarily through lipreading and speech.

"We noticed a big improvement in Roberta's oral communication since

NTID and fulltime employment," remarked Roberta's mother.

Roberta loves practical jokes and recalls a party at work where someone put an empty cake box over a hole in a table. When Roberta opened the box to look inside, there was the head of a co-worker. It still makes her laugh to think about it.

Roberta has had a positive impact on both her co-workers and supervisors.

"The job outlook in the banking business is good nationally," evaluated Pat Kauffman. "There is no reason why the deaf should not fit into many of the job openings."

Ms. Marshall insists that Roberta's employment has been good for the bank and its employees. "Roberta has helped remind us of the compassion for our fellow human beings that we are all tempted to forget. We're now more aware of the capabilities of the handicapped. We hope that Roberta's success opens the door of employment for many other deaf young people."

Roberta says that "all deaf persons should prepare themselves to hold down a good job. It is important for all of us to stand on our own two feet and be independent, even though we are handicapped because we do not hear."

Roberta Kauffman has become a confident, independent and out-going 21-year-old. Even Roberta is enjoying the change.





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New Office Explains Paths To Technical Careers

What is a technical education? The National Technical Institute for the Deaf hopes to answer that question for secondary school students nationwide through its new Office for Career Opportunities.

"Our goal is to help deaf students make more informed career choices," says Jack Smith, director of Career Opportunities and Public Information at NTID. "True, NTID is not for everyone, but we feel there are many deaf students who can and should benefit from a technical education that leads to direct employment."

The Office for Career Opportunities, under Coordinator Al Emery, will present programs at residential, day and public school programs throughout the country on the concept of technical education and the variety of technical careers available at NTID and through its host institution, Rochester Institute of Technology.

"We hope to reinforce many of the career concepts started at the secondary level," Emery adds. "Technical education is not easily understood. We hope to show deaf students that in technical education they can become skilled in mechanical, scientific, and applied art specialties. At NTID, it means preparing students for direct employment at many job levels.

"We want to serve as a resource to the many persons who impact on the career decisions of students. We hope that professionals, Vocational Rehabilitation counselors, parent organizations and students will feel free to call upon the Career Opportunities staff at any time to provide information concerning technical education."

All NTID recruitment and admissions procedures come under the Office for Career Opportunities.

"There is the added benefit of NTID's being located on the hearing college campus of RIT. The interaction

here helps prepare students for the hearing world of work," Emery remarks.

NTID is located on the 1,300 acre campus of RIT in suburban Rochester. Hearing and deaf students interact in all aspects of college life, including the new residence hall that will house 750 students.

NTID's new three-building complex supplements other facilities available on the RIT campus. The RIT campus itself was completed in 1968.

Admission criteria can be found in the NTID catalog or by writing to the Coordinator for Career Opportunities, National Technical Institute for the Deaf, Rochester Institute of Technology, One Lomb Memorial Drive, Rochester, New York, 14623.

"If there are any questions regarding a specific student's eligibility for admission, we encourage inquiries through the Office for Career Opportunities," Smith concludes.



SUMMER

Summer is a time for living and learning about life at the National Technical Institute for the Deaf. New students come to NTID to learn about careers; they make new friends and find out a lot about themselves, at the same time they are preparing for their college experience.

Athletics For Everyone

Anyone for volleyball, softball, bowling, wrestling, or basketball? Both the NSC (NTID Student Congress) Athletic Affairs Committee and NTID intramurals sponsor teams in these and other sports.

One of the biggest events sponsored by the NSC is the Deaf Hockey Tournament which took place in the fall of 1973 and will occur again in the fall of 1975. In April 1975 there will be a "Gallaudet/NTID" sports weekend which will take place at Gallaudet College in Washington, D.C. Last year, NTID's teams won events in volleyball, wrestling, and basketball.

The NSC softball team scored a triumph when they were invited to the World Series Softball Tournament at Worcester, N.Y., and won second place out of 14 teams.

"This was the first trophy we received in the history of our teams," exclaimed Colleen Daviton, director of NSC Athletic Affairs. "This August the NSC team will go to the Eastern Athletic Association of the Deaf (EAAD) softball tournament at Worcester, N.Y., with at least 10 other teams," she added.

As far as the intramural program is concerned, the Summer Vestibule students are being initiated into the volleyball and softball teams by challenging the established NTID students, as well as some faculty and staff members, all of whom comprise the summer teams.

NTID students also participate in intercollegiate athletics. This competition enables students to travel throughout the country for regular season and tournament games. Many NTID students have been outstanding on RIT's wrestling, swimming, ice hockey, track and golf teams.



TEAM EFFORT—Students have a wide choice of athletic activities at NTID.

The NSC Works To Develop Leadership, Participation

The NTID Student Congress (NSC) is an organization for deaf students interested in developing leadership qualities and participating in academic and social activities that will help them become deaf leaders of tomorrow. The NSC functions under the RIT Student Association.

Recently NSC has undergone a reorganization under the supervision of Robert Sidansky, Brooklyn, N.Y., president of the NSC. Bob feels that distributing the responsibilities which were previously handled by the president, vice president, secretary, and treasurer will benefit the NTID students by "giving more students the opportunity to get a taste of responsibilities and leadership experiences."

The qualities which the NSC

stresses are good organizational skills, promptness, and learning to work with and listen to the ideas of others.

The five newly created areas include Social, Athletic, Cultural, Academic and Public Affairs.

Each area performs a special service for the student on campus. Social Affairs is responsible for such activities as picnics, dances, and the NSC Awards Banquet. Cultural Affairs works on bringing interesting groups to campus such as the "Rock Gospel" from Washington, D.C., as well as setting up a "Deaf Weekend" which will help to make the community more aware of what deaf students have to offer society.

Athletic Affairs sponsors the Deaf Hockey Tournament, intramural sports,

and "Gallaudet/NTID" sports weekend. Input into development of curriculum is done through the Student Advisory Group (SAG) under the Academic Affairs area. Academic Affairs also serves as a mediator between student and faculty concerning problems a student may be having with a particular course.

The Public Affairs area works closely with all of the other areas to promote an awareness of what's happening on campus. In this way, the student can learn about the social and cultural opportunities which they can participate in.

The NSC needs students who believe in becoming successfully involved with life — "The NSC needs people like you!" Sidansky says.

Hearing, Deaf Interact in New Dorms

Take one new residence hall. Combine planning and research. Add generous quantities of deaf and hearing students. Mix well.

That's the recipe NTID's Division of Developmental Education is using for the new residence hall on campus which houses both deaf and hearing students.

"Nothing like this has ever been tried before, so it is a challenge. We're trying to provide deaf and hearing students who live in the new residence hall with a complete living-learning experience, and we feel we've arrived at a workable plan," Dr. Frank Caccamise, assistant dean for Developmental Education, says.

One of the main reasons for incorporating NTID as part of Rochester Institute of Technology, rather than making it a completely separate institution, was to enable all students at this college to learn more about each other, Caccamise points out. This fall there are about 400 deaf and 175 hearing students living in the new dorm. Most of the new hearing students have never met a deaf person before and need to be educated about deaf people.

"We are depending on the deaf students to help 'educate' the new hearing students. We also stress that it's important for deaf people to learn more about hearing people since most RIT students are hearing and most NTID students will be working and living in communities with hearing people when they graduate," Caccamise adds.

The new dormitory, which consists of a two- and a three-story low rise building and a 12-story tower, is made up of two "houses" per floor. Each "house" has 26 students living in four suites of six students, two single rooms for a student and the resident advisor. Each suite has three rooms with two students, plus a bathroom. Each house has a small kitchenette of its own, and each floor shares a common study room.

To promote interaction between deaf and hearing students, the residence hall planning committee has encouraged deaf and hearing students to live together in the same suite.

"We're not pushing for total integration, but for interaction among students. We're trying to assure that no floor or house will be made up entirely of hearing or deaf students. Many students make decisions and choices based on what they've heard from others, and not on facts. We want

them to discover the facts for themselves."

To further promote interaction among students living in the new dorm, the Division of Developmental Education, RIT Housing, and many hearing and deaf students and staff, have worked out a series of informal educational programs for students living in the new dorm. Since there may be a communication problem at first, manual communication and speech classes will be available. A Big Brother, Big Sister arrangement is being encouraged where deaf and hearing students will pair off to practice manual communication, speechreading and hearing with each other.

Because of the makeup of the students in the new dorm, the resident advisors (RA's) for each house will be made up of deaf and hearing students. The new RA's worked throughout the spring in an intensive training program. Many of them served as RA's during the summer and worked with incoming students in the Summer Vestibule Program.

Some classes may be taught in the new dorm and there are a number of guest speakers being brought in. Offices for interns, two chaplains, protective services, the NTID Student Congress and a student safety unit are there. In the basement there is a recreation room with a piano, pool table, and ping pong tables, and an

exercise room with a variety of gym equipment in it.

Tutoring services are available for students four nights a week in the dorm. A student safety unit made up of RIT students provides first aid classes to deaf students and in turn is also taking manual communications classes.

It is proposed to set up rooms with equipment available to students who have an interest in learning about photography, printing, ceramics and other crafts. A communications control room has been designed so deaf students can be contacted in the residence hall 24 hours a day. A message system was developed which allows a light to go on in each room if there is a message left in the control room for a student.

Vibration control, a strobe light warning system and a feeling of light and spaciousness has been designed into the building.

"Besides the control room and special interest rooms for students there is great potential for the use of visual media. Students may be able to produce their own news programs which could be shown all over campus. It's going to be an exciting place to live and learn," Dr. Caccamise says. "One outcome will be our ability to provide living-learning experiences for deaf students which will help them be successful in the hearing world."



LIVING-LEARNING — The new residence hall with its tree-lined exterior courtyard provides a complete living-learning center for deaf and hearing students on campus.

Grads Tell New Students of Job Experiences

Turret lathe operator Darren Carfano discusses some of the daily happenings on his job at General Electric Company in Philadelphia, mentioning that he's being promoted to a numerical control programmer position.

Bob Greenawalt, who works with electro-optical equipment at Bausch and Lomb Company in Rochester, N.Y., says that while his starting salary at B & L "wasn't the greatest," he has earned more than \$30 a week in raises in the short time he's been with the company.

Janice Bonehill, draftsman with the architectural firm of Barnard and Maybeck, N. Scottsville, N.Y., talks of her education and how fully prepared she felt to tackle her job when she graduated.

Nothing unusual, just a few old pros comparing career notes, but to their parents, employers, teachers and friends at the National Technical Institute for the Deaf they are very special.

Carfano, Greenawalt and Bonehill are three of nine Engineering Technologies graduates who returned to

NTID recently to talk to incoming students about their careers. Others included were Robert Olson of Eastman Kodak Company in Rochester, N.Y.; Ronald Meotti of Combustion Engineering in Windsor, Conn.; Rick Clark of Corning Glass Company, Corning, N.Y.; Ronald Borne of Xerox Corporation in Rochester, N.Y.; Dave Steinmetz of the City of Middletown, Ohio; and Alan Gifford of Joseph A. Kestner, Jr., Consulting Engineers, Vermont.

"We felt it was a good idea to involve some of our graduates as resource people who could give incoming students some insights about engineering careers and the world of work in general," says Ed Maruggi, chairman of the Engineering Technologies department.

Graduates from programs in architectural and industrial drafting, electromechanical technology, architectural technology, machine tool operation, numerical control programming and civil engineering technology discussed and answered questions about their work, the social and communication skills they needed on the job, and

what NTID did to help them prepare for their careers in engineering.

"The general feeling among the graduates was that they have been fully accepted by their employers and they all have a good chance for promotions," Maruggi says. "All of them felt that their courses at NTID generally prepared them for their work, but they also gave us suggestions on how to make our courses even more relevant to the working world."

Besides job descriptions, the new students were eager to hear about the social and communication experiences the grads had on their jobs. Most of the graduates feel that their hearing co-workers and employers have met them more than halfway.

"We usually wrote notes to get a point clear at first, but now there are a number of people I work with who asked me to teach them fingerspelling and sign language," states Robert Olson, a draftsman with Eastman Kodak Co.

Ron Meotti told of two new deaf employees his company, Combustion Engineering in Windsor, Conn., recent-



MAKING PLANS — Dave Steinmetz of Middletown, Ohio, works on plans for a new school in his hometown.



CIVIL TECHNICIANS — Deaf student Alan Gifford (left) and hearing student Richard Hammond (right) work together on a project in Vermont.

ly hired. "It's nice to think I helped pave the way for other deaf people to be hired here." Darren Carfano smiled when he described the new car and engagement ring he was able to buy with his earnings. Ron Borne, industrial draftsman with Xerox Corporation, Rochester, N.Y., plays softball, skis, and bowls on company teams.

Alan Gifford earned an A.A.S. degree in Civil Technology from NTID and is now working toward his bachelor's degree in RIT's School of Applied Science. For his cooperative work experience he was employed by a small firm of consulting engineers in Vermont. His employers were so impressed with his co-op work they invited him to work for them during his longer school vacations.

Al told the new students he liked working for a small company because "you must be more independent and be able to accept more responsibility. You can also get involved in all aspects of a job." Besides his work, Al described the country in Vermont, a state he had never visited before, and told of his many camping and cross-country skiing experiences.

Al spends about half his time outdoors on his job. His partner on the job was another RIT student, Rich Hammond, who is hearing. "The basic job was investigating some sewage treatment plants. Rich and I had to analyze the situation and offer suggestions on how to solve problems. We had to write reports and file them with the federal government's Environmental Protection Agency."

New students crowded around the blueprints Dave Steinmetz brought with him. He works for the city of Middletown, Ohio, his hometown. The blueprints showed the fine detailed work Dave does on his job. "I love the work because it combines an interest in cartography (mapmaking) and construction I've had since I was a kid."

It was difficult to tell who was more excited by the visits of the NTID graduates — the grads themselves, or the new students. Rick Clark, draftsman with Corning Glass Co. in his hometown of Corning, N.Y., said he felt nervous about speaking before a group of students but was eager to help them if he could. "I thought about the questions I had when I first came to NTID and tried to come up with good answers."

New students felt they got a clearer idea of what some of the job areas

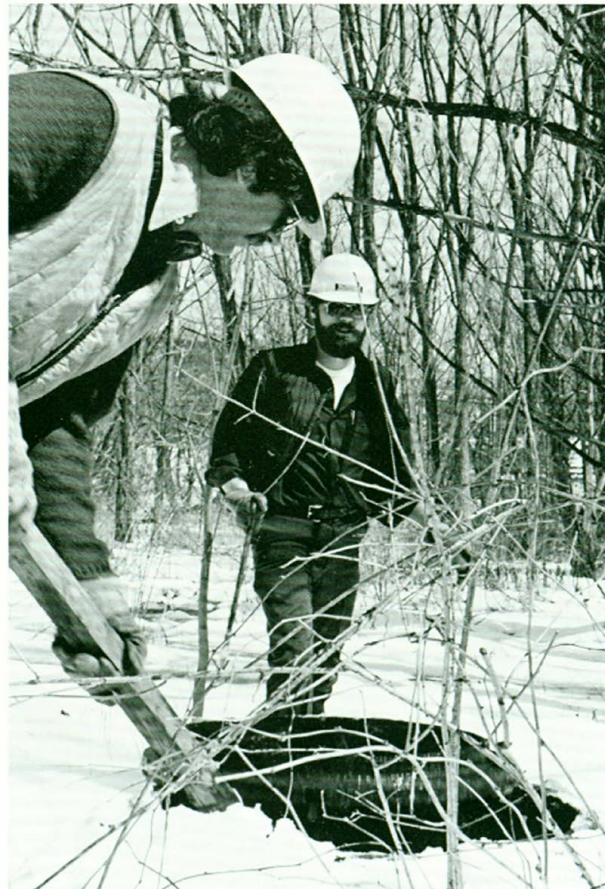
entailed and the social and communication experiences they might run into on the job.

"We try to combine lectures about career areas with as many field trips to companies as we can manage," Ma-

ruggi adds. "We want our students to have the best opportunities to explore the career choices we offer them in Engineering Technologies. Having other graduates talk with the new students was a great success."



NEW EXPERIENCES — NTID graduates Alan Gifford (right front) and Dave Steinmetz (right rear) tell new students about their jobs.



ON-THE-JOB — Students participate in actual job situations during their cooperative work experience.

Paul Jakins Competes in a Hearing World

The paths of Rich McElwain and Paul Jakins have crossed like the entrances and exits to a freeway. The two are Clarke School for the Deaf graduates and met again while attending Quincy and Lincoln Sudbury Regional High Schools. Both earned engineering degrees through the National Technical Institute for the Deaf at Rochester (N.Y.) Institute of Technology. While at NTID they were brothers in Sigma Pi fraternity. Now, as professional engineers, they are employed in Dallas, Texas.

As an economy measure, Paul lives in Rich's newly purchased home at 2632 C. Custer Parkway, Richardson, Texas. Both are active in the Dallas Association of the Deaf.

These are the stories of two deaf young men who are striving to hold their own in the hearing world of work.

Paul Jakins would be happy if the rest of his life consisted of one endless softball game.

It's not that Jakins doesn't like to work, but when you're a sports nut, you get a special kick out of competition. Yeah, that's it. Competition. That's what makes Paul Jakins happy. And in Dallas, Texas, you can find sports competition for almost anything. Paul would even compete in kite flying contests, and there are kite flying contests in Dallas.

His competitive spirit carries over to his mechanical engineering position with Texas Instruments of Dallas. In fact, his intense desire to excel has proven to be both his strength and weakness in his initial employment experience.

The competitive drive of the 1973 graduate of the National Technical Institute for the Deaf was one of the main reasons Paul was hired by Texas Instruments. According to Joe Whitaker, supervisor of the Methods Engineering Group, Paul seemed to have both the engineering skills and the

desire to excel that Texas Instruments sought.

Paul's high aspirations, on the other hand, also have caused some on-the-job problems. Like an athletic event, Paul likes to see projects completed.

Still, according to Larry Franks, advance development supervisor to whom Paul now reports, "Paul has matured in realizing what his responsibilities are to the company. It has made him a much better employee."

Paul was recently transferred to Franks' Advance Development Engineering program where he will have the opportunity to work with projects from start to finish. Franks feels that this will not only lead to increased success and responsibility, but to greater productivity.

Productivity, yeah, that's something else that Paul has learned about since joining Texas Instruments in July of 1973. He's beginning to understand how a company rates its personnel on



the basis of the quantity and quality of work produced.

"Sometimes you have to do the job that has to be done, not the project you would like to work on," Paul states.

Like most young engineers, Paul must build his background of experience. In the beginning it means not producing as much as your peers. For a guy who enjoys competition, that can be frustrating.

Since this was Whitaker and Franks' first experience supervising a deaf person, neither supervisor knew what to expect.

"Paul is able to communicate accurately in eye-to-eye discussions," states Whitaker. "Socially he mixes

very well. Sure he has difficulty in group meetings, but then we have learned a lot about the psychology of deafness. We finally realized we are in a unique situation, one that has required more individual attention on our part as supervisors." Should Texas Instruments decide to hire other deaf engineers, Whitaker and Franks feel they have observations that will be helpful.

Franks says NTID can help its graduates by stressing fundamentals along with independent thinking. "Our company likes people who are willing to try something even though they may make a mistake.

"We were impressed from the beginning with Paul, what he had accom-

plished, and his desire to prove himself."

The 27-year-old knows what he must do to improve professionally and financially with Texas Instruments. Increased productivity, greater experience and additional education are part of his planning.

Paul plans to be just as aggressive socially. He plans activities for the Dallas Association of the Deaf and competes in all club athletics. In fact, he helped place his basketball team to a tournament title last winter.

As in sports, he realized that only a few excel in business. With a hearing handicap, his task will be even more difficult. Paul Jakins enjoys the competition.

NTID Grad Rich McElwain: A Profile For Success

"I don't worry about tomorrow. Life is so short, and I want to make the most of it."

Rich McElwain's comments betray his intensity to succeed personally and professionally. In today's language, it could be said that McElwain "has his head together." If a profile was developed of the personal and technical skills a deaf person needs to succeed in business and industry, McElwain would come very close to matching that profile.

The 34-year-old electrical engineer has a promising future with Xerox Corporation. He demonstrates all of the little attributes it takes to gain upward mobility — flexibility, a desire to relate to the goals of the company, a willingness to work, and a genuine interest in other people. The fact that McElwain is deaf never entered into Xerox's decision to hire the 1972 National Technical Institute for the Deaf (NTID) graduate.

"We hired Richie because we felt

he was a very mature, zealous person who wanted to do a job," says Jim Gastonguay, engineering manager in Xerox's Dallas, Texas, facility. "You usually don't find 'fresh outs' (engineers just out of college) with experience in the world of hard knocks. For most 'fresh outs' it take a year of training before they start contributing. But Richie is motivated and already is an important member of our group. Now he only needs experience

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TWO FRIENDS — Paul Jakins and Richard McElwain (far left photo) have known each other since grammar school days. Jakins (top left photo) is a mechanical engineer in Dallas, Tex., and an avid softball player (bottom left photo). McElwain (right photo) is an electrical engineer with Xerox Corp. in Dallas.



McElwain

(Continued from page 17)

to enhance his technical expertise."

It's not surprising to see Richie arrive at work an hour early. "Some people would call that being a company man, but I want to be prepared to do my job each day," he insists. "The early start gives me time to meet any deadline."

McElwain believes in setting his own pressure. He wants to be ahead of deadlines. "This company likes people who are on the ball," he adds as he lights his pipe and leans back in his office chair. "I figure you do your part, no matter what."

McElwain worked for Xerox while enrolled through NTID in Rochester Institute of Technology's College of Engineering. When McElwain graduated in June of 1972, he was hired by Xerox fulltime. He then moved to Dallas, Texas, when a new Research and Engineering function was established there.

"I'm satisfied with my new life in Dallas. You have to do your part for the company and that even means moving to Dallas," McElwain says with a grin. "I'm looking forward to moving up in Xerox as high as I can go."

McElwain has had little difficulty fitting into the system. Part of his responsibility is to work with a vendor servicing a small computer in the engineering division. His work has taken him to Los Angeles, where he proved he could communicate effectively in spite of his hearing disability. To aid his communication, Xerox has installed a teletype machine in his office.

Richie has shown a willingness to do many of the smaller projects that do not interest more experienced engineers. He feels every new experience will be beneficial. He's also known as the supply depot of his engineering section.

Richie is on every distribution list and collects everything — and if he doesn't have the item in his office he usually knows where to find it.

McElwain's maturity could partially be attributed to his age and experience. The 34-year-old son of George and Catherine McElwain, 60 HarBor Road, Hyannis, Mass., worked for several years before realizing that it would require a college education if he



YOU'RE OUT — Rich McElwain (left) and Paul Jakins both play softball in their spare time.

wanted to advance in business and industry. He would like to acquire additional education in business or engineering.

"He'll grow as he gains experience and confidence," says Gerry Craven, a senior engineer.

Craven, who is from England, admits that it was a "fright" when Xerox "plunked" Richie next to him in the same office. It was Craven's first exposure to a deaf person, and he was naturally apprehensive.

Despite Richie's excellent lipreading ability, his only real problem came in communication. At first he tended to say he understood something when he really didn't.

"Richie was anxious to please, but we overcame that obstacle after a frank discussion to be honest and admit if he didn't understand something, and that I would be willing to go over the same material again," Craven

adds. "Since then there haven't been any problems."

"The experience of working with a deaf person has been good for us. In this area of Xerox we're now more aware that we've really had it quite easy all our lives compared to someone like Richie. It's somewhat humbling to know what he has had to overcome to become an engineer."

When not working, Richie is active in the Dallas Association of the Deaf where he edits a newspaper. He's an avid reader of biographies, of books about unidentified flying objects, and of history. His library totals 2,000 books. He also owns an extensive collection of relics from World War II Germany, and he's an avid chess fan.

"I don't know where I would be if it wasn't for NTID," McElwain reflects. "I owe a lot to many people. Now I want to make the most of every day of my life."

"I want to make the most of every day of my life."

Business, Industry Receptive To Hiring NTID Graduates

An employer in California is seeking machine tool operators to work in his plant.

A new manufacturing company in Ohio is on the lookout for draftsmen, accounting technicians and computer programmers.

A company in Florida is searching for trained optical finishing technicians.

NTID graduates have the training to compete for such jobs, but unless they have knowledge of and are willing to respond to the employer's call promptly, the jobs may be gone before they get there.

That's where the newly formed Student Placement Advisory Committee comes in.

A number of students expressed interest in organizing a Student Advisory Committee which could serve as a link between NTID students and the Department of Occupational Liaison and Research (DOLR). The advisory committee has had two primary functions.

"By finding out more about how we in DOLR assist students in finding employment, the committee can keep students informed and aware of placement opportunities throughout the country. Second, the committee can make sure that we are on the right track and meet the employment needs of the students," Tony Finks, occupa-

tional liaison specialist and DOLR representative to the students' committee said.

Meeting students' employment needs is especially important, says Vic Maguran, director of DOLR, in view of the fact the NTID's placement responsibility is more than any other postsecondary institution for the deaf.

"Through the academic year 1972-73, NTID had graduated 193 students from the certificate through the master's degree level. Out of these students, 98 percent were successfully placed in jobs, and more important, 96 percent of those placed found jobs directly relating to their area of training and commensurate with their level of training. The number of NTID graduates will increase significantly during the next three to five years to between 300 and 350. Coupled with approximately 225 students who work as part of their college study experience, that puts the anticipated placement load at between 500 and 575. This is far more than any other college for the deaf," Maguran says.

The students currently involved in setting up the goals for the student advisory committee are Ron Swartz of Utica, Mich., Robert Sidansky of Brooklyn, N.Y., and Farid Bozorgi of St. Clair, Mich. The three feel it's important for students to have input into the placement process and want to get students thinking about their future employment goals.

Finks, who had worked extensively setting up programs for hard-core unemployed in New York City and as a production control planner at Xerox Corp., applauds the students' concerns and efforts to make the whole student body more aware of the employment placement process.

He views student involvement as an important way to build communication ties between the student body and DOLR.

"We want students to understand our function. We must keep in contact with business and industry to discover job trends and placement possibilities throughout the country. We are here to help students find the best employment possible. And we want to know how they feel about working, what they don't understand, what they're apprehensive about, so we can be sure we are meeting their needs."

Students will have a greater opportunity to meet and talk informally with representatives from business and industry this year, to visit with NTID graduates who are now out on the job, and to make field trips to various companies throughout the country.

"We want to encourage students to start thinking ahead about such things as what area of the country they're willing to work in, if they want to work for a large or small company, in a city or town, etc. Answering these questions for themselves will help us to help them," Finks said.



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