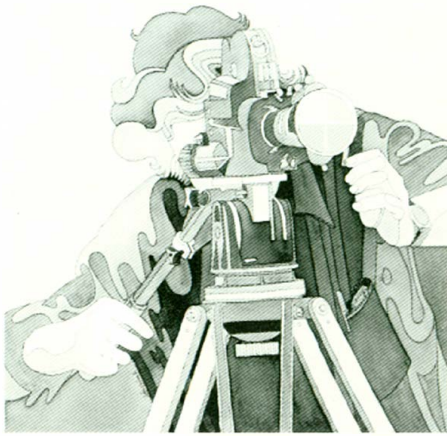


ntid focus

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Deaf students have leading roles in a new recruitment film about NTID. See page 3 for the story. Cover illustration created by RIT graduate John Schreck.

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ntid focus

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What's NTID?

NTID is:
the **National Technical Institute for the Deaf.**

the **only national postsecondary technical college for the deaf.**

It was created because the deaf population has been underemployed or unemployed historically. It was clear that educational opportunities for the deaf were needed in technical fields; and many people felt that, if given specialized training, the deaf could succeed in semi-professional and professional jobs in business, education, health-related fields, government and industry.

a **public law**—89-36 to be exact. It was established by an Act of Congress and is funded through the U.S. Department of Health, Education and Welfare (DHEW).

located in Rochester, New York, on the 1300-acre campus of Rochester Institute of Technology (RIT).

part of RIT. It is a college of RIT, just like the College of Business or the College of Engineering.

unique. Having NTID as part of RIT is the first effort to educate large numbers of

deaf students within a college campus planned primarily for hearing students. It is the only one of its kind, nationally or internationally.

young. It was established in 1965, and after several years of planning, programs began in 1968.

growing. The first group of 71 students enrolled at NTID in the academic year 1968-69. The 1975-76 average fulltime enrollment of 730 students will represent almost every state in the United States.

exciting. NTID is reversing major trends for the employment of the deaf. To date, 96 percent of NTID's graduates seeking employment have found jobs. Ninety-four percent have been hired in jobs at a level equal to their training; and 86 percent have been hired in business and industry.

searching, creative, and changing. Nothing keeps a place more alive and productive than the energy and spirit produced by new and creative ideas.



Discovering your future

"I wonder what career I should choose when I graduate from high school?"

"If I could only discover myself, and what I want to do!"

High school students across the country are asking questions about their future. Many of the answers will be provided by NTID's Career Opportunities Specialists who will visit high schools for the deaf and parent groups nationwide.

The Career Opportunities Specialists will discuss the meaning of a career, the importance of developing employable skills, and what technical areas of study are available through NTID. They also will inform students of other schools that offer postsecondary education. The

purpose is to encourage deaf students to think and plan for their future and to make informal career choices.

An essential part of this year's high school visits is a new film entitled "Discovering Your Future", which was produced to visually acquaint students with life on campus.

The cast is composed of three NTID students, and the lead is played by Paul Johnston (Lake Oswego, Ore.), a recent NTID graduate who will join the National Theatre of the Deaf.

In the film, Paul is a high school deaf student who is wondering about his future. While reading career information about NTID, Paul finds himself transported to

the campus in a daydream. On campus, he meets three college students, Paul Kiel (St. Louis, Mo.), Janice Kruger (St. Louis, Mo.), and John Reid (Cincinnati, Ohio), who give him a tour of the campus and a feeling for student life at NTID. Paul spends a full day with his new friends before reluctantly returning home.

NTID's three Career Opportunities Specialists, Elizabeth O'Brien, James Biser, and James Stangarone will use this film in conjunction with a newly developed slide show. Viewers will be able to recognize Paul Johnston as the main character in the slide show, which helps to connect the entire media

(continued)

(“Discovering,” continued)

presentation. The slide series specifically helps to reinforce the meaning of “technical education” and why it is important to choose a good career.

Also available for use by persons who impact upon career decisions of the students is a career handbook. The handbook consists of an NTID catalog, a number of Mini-Focus publications written about technical areas of study at NTID, a booklet which answers questions about student life on campus, a photographic essay which tells the story of a prospective student and his family touring the facilities and sampling different programs of study, and a manual of admissions procedures.

The materials can be easily understood by students and will visually enhance existing career counseling efforts. By utilizing these tools, students will be able to make intelligent and perceptive career choices.

The new media package and handbook are the result of feedback gathered from last year’s presentations to prospective students, counselors, and parent groups from around the country.

The career visits and information available last year brought enthusiastic replies.

“By using the *Mini-Focus* I can make future careers more visible to my

students, and I am also using them as a tool in a career awareness program which I am involved in,” wrote a high school English teacher.

“This is the kind of material that is needed to help us give intelligent guidance to deaf students,” replied another educator.

Newly organized alumni clubs will also take an active part in participating with the Career Opportunities Specialists as they visit residential and day school programs in their areas. This will mean that students interested in NTID will have a local contact for career information in order to “discover their future.”

Career Opportunities

One major factor to consider when selecting a college career is the placement possibilities after graduation. Trained professionals are especially needed in the fields of science, engineering and fine and applied arts. NTID and RIT, the hearing college campus where NTID is located, have developed careers of study in these areas.

Chemical Technology

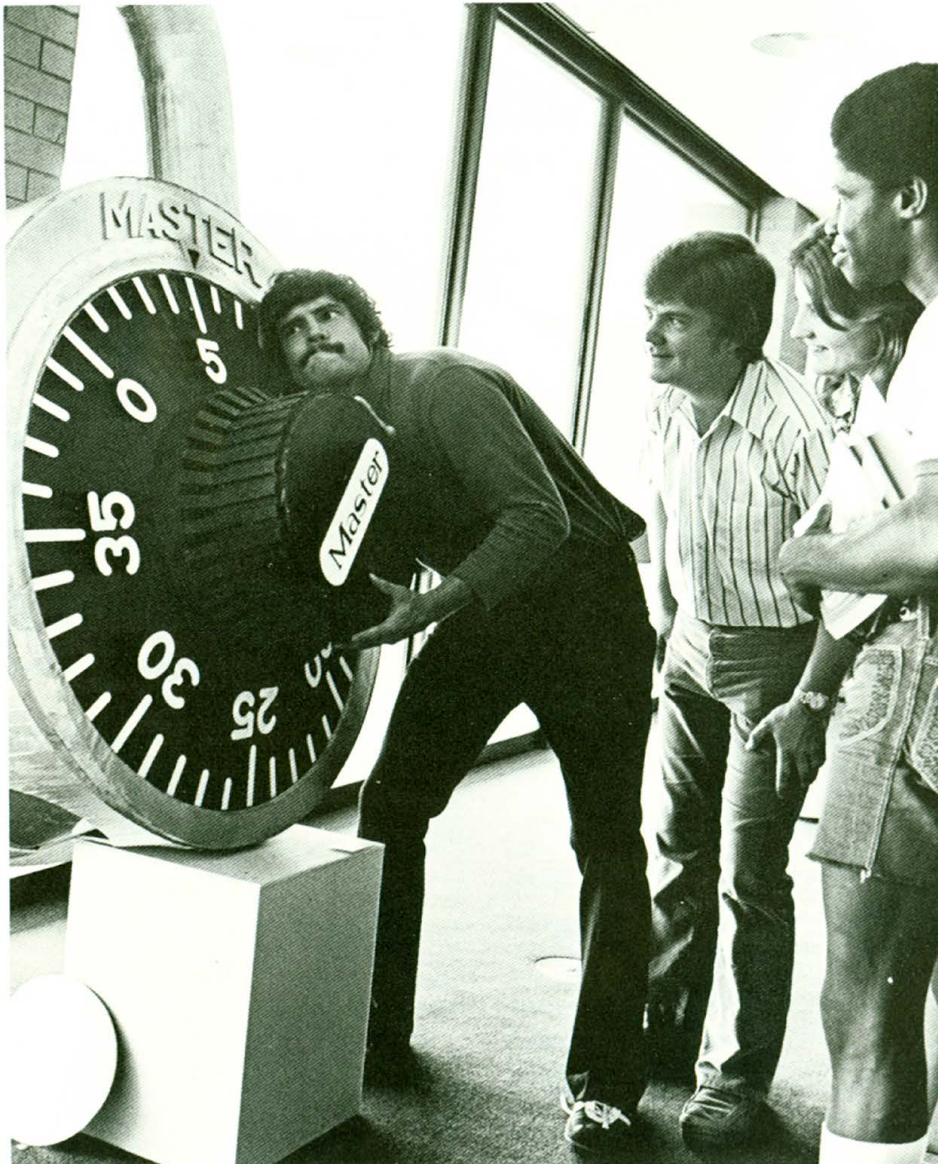
To meet the employment needs of industry, the College of Science began a new program in 1972 to train deaf and hearing students for positions as skilled chemical technicians.

The first graduates of the chemical technology program got their degrees in June 1975 and easily found good jobs in their field. Industry has expressed a dire need for more graduates of the same caliber.

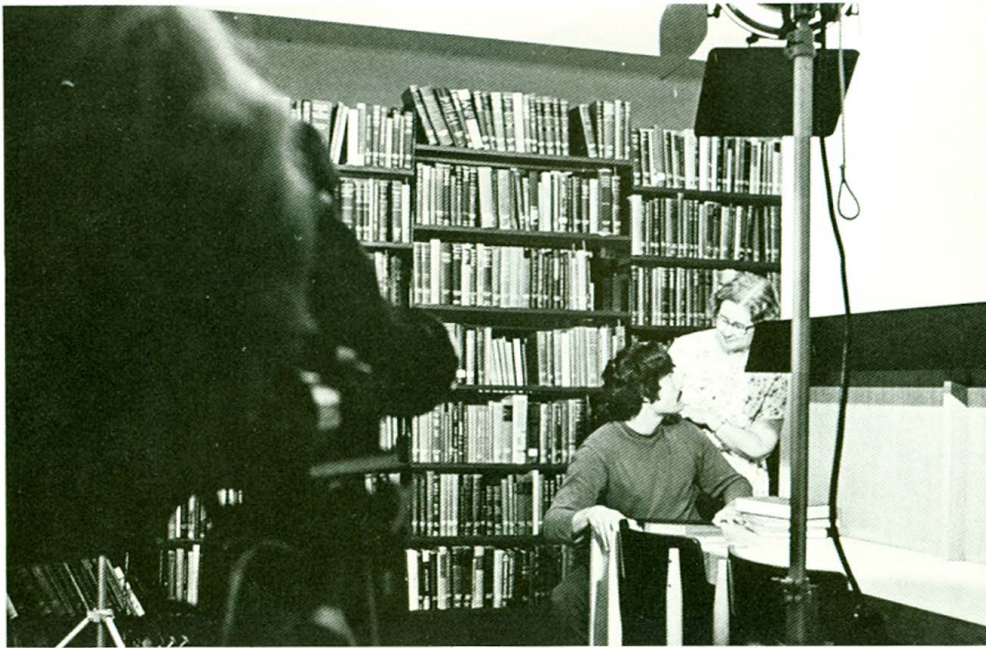
The three-year course of study leads to an associate’s in applied science degree (A.A.S.).

Each student begins a course of study in chemical technology with an academic quarter of classroom instruction. During the next quarter the student works as an apprentice in an industrial laboratory. Then, classroom instruction alternates with practical laboratory experience until the program is completed.

Aside from making the student’s education more relevant, the co-op (work-study) opportunity helps to finance his education. Co-op also usually qualifies graduates for higher starting positions and salaries.



Paul Johnston, Paul Kiel, Janice Kruger and John Reid (left to right) are shown in a scene from “Discovering Your Future,” NTID’s new recruitment film.



Entry level job prospects for students include: *Applied Research*: designing new equipment using basic chemical concepts; *Food Products*: analyzing sugar and vitamin content, shelf-life, micro-organism counts; *Fuels*: measuring flash and pour points, evaluating heat productivity of fuels; *Pharmaceuticals*: operating spectrophotometers to determine structure of drugs, run animal tests; *Biomedical*: conducting analytical tests in a clinical chemistry laboratory; and *Chemical Research*: preparing and analyzing new compounds, calibrating equipment, and computer data processing.

Packaging Science

Probably ninety percent of the things you buy come in some sort of protective package. Packaging has become a \$30 billion industry that depends on a variety of trained professionals. People who work in packaging are interested in art, science, business or mathematics.

Graduates of the four-year bachelor's of science program in packaging science at the Institute College, are prepared for initial employment in such areas as management, sales, marketing, purchasing, creative design, structural design, product development, ecology, and the technical and engineering phases of production.

Fine and Applied Arts

There is a myth that people with artistic or creative abilities should be content to use these talents as an avocation and not as a career. To date, the College of Fine and Applied Arts graduates have proved that this isn't true. All the graduates of this program who sought jobs in their field have been placed. Deaf students who cross-register into this College receive support services

such as tutors, notetakers, and assistance from a group of highly motivated NTID support team professionals.

Prior to enrolling in the 2-4 year program in Communication Design, Fine Arts, Industrial/Environmental Design, or the School for American Craftsmen, the NTID student who needs preparation, enters a one-year Introductory Art Major (IAM) program which tests his or her skills in the college environment. It also determines if he has the desire and the ability to succeed in such a competitive field.

Engineering

Engineering careers offer unlimited job opportunities. "Industry is desperate for skilled help with the kind of equipment, training and on-the-job experience, we have built in our program," says Dr. Edward Maruggi, chairman of the Engineering

Technologies department at NTID.

In particular, both the new manufacturing processes program and the industrial drafting area offer excellent job opportunities for their graduates.

Science and Health-related Fields

Hospitals, private laboratories, and research facilities, continually cry out for qualified and experienced medical laboratory and medical record technicians. NTID is helping to fill this need by offering careers in both of these areas, as well as the field of allied health.

For more information on these or other programs offered by NTID or RIT please write: Office for Career Opportunities, National Technical Institute for the Deaf, Rochester Institute of Technology, One Lomb Memorial Drive, Rochester, N.Y., 14623.



NTID alumni return

Three NTID graduates are among the new staff who are teaching this year. They are the first alumni to return in professional positions in their major area of study. They reflect on coming back to NTID and how they believe they can impact on the educational experience of students.

Chalmer Black



"I think in the past most deaf people who tried to make it in the photo processing field gave up too soon," says Chalmer Black, one of the first NTID alumni to return as an instructor in his field of study.

Chalmer is one of a new breed of deaf technicians who has combined a technical education at NTID with actual on-the-job experience. He received an A.A.S. degree in applied photography in 1973. After graduation he returned to his home state of Pennsylvania where he worked as a photo processing technician for Perfection Photo Corp. in Greensburg.

"I got more experience in both black and white and color processing work. Even though some of the machinery I worked on was different from NTID's, the background I got at school helped me figure out new equipment and new techniques," the Western Pennsylvania School for the Deaf graduate explains.

Chalmers feels that many deaf people haven't entered the photo processing field because there is so much information to learn. It tends to overwhelm the deaf employee, he says, because the amount of information is difficult to learn while on the job.

As an instructor and lab assistant, he will be working with students on a one-to-one basis. "I'll teach them how to set up machinery, classify negatives, select chemicals, learn about paper, and be there to help them with problems. I want to give the students the benefit of my experience."

Besides teaching, Chalmer and his wife, Lou Ann, are both going to school at RIT for their bachelor's degrees, he in Audio-Visual Communications and she in Business Administration.

"Lou Ann and I are really excited about being at NTID. I'm happy for the opportunity to help other deaf people."



Lenore Spagnuolo

When people first talk with Lenore Spagnuolo, they find it hard to believe she is profoundly deaf.

"It's easy for people to take speech for granted. I have good speech, but I had to work very hard to learn it. I remember the frustration of trying to communicate well when I was younger," she recalls.

And it is this frustration she remembers the most: the frustration of trying to lipread customers' mouths while she worked in her father's store as a teenager in Fowlerville, Mich.; the frustration of not knowing any deaf people she could talk with, to find out if she was as different as she felt at times.

"I probably would still be frustrated if I hadn't come to NTID. At NTID, I not only got an education, but I got prepared to meet the outside world."

Lenore graduated from the College of Business in 1973 with a bachelor's degree in Business Administration. While in school, she worked as a tutor in the computer assisted instruction area and as an aide in the Division of Communication Programs. From NTID she went to Western Maryland College in Westminster, where she recently received a master's degree in Education of the Deaf.

She has returned to NTID as an instructor in the Manual Language Department, Division of Communication Programs. She will be involved in curriculum development and instruction in simultaneous and manual communication. She will also be doing research in how to improve instructional techniques in simultaneous and manual communication. Simultaneous communication involves the use of oral and manual communication skills together.

"The major problem in being deaf is the barrier in environmental experience, the lack of the information that hearing people get from radio, television and conversation. We hope to be able to help deaf people develop skills so that they can program information they must get by simultaneously reading lips, receiving manual communication, utilizing their residual hearing, and using other visual signs," she explains.

"I believe my main goal as an instructor is to help deaf students cope with some of those same frustrations I felt. To me, it's really an honor to come back here."





Stephen Schultz

When Stephen Schultz was in elementary school at Rochester School for the Deaf, Rochester, N.Y., his parents predicted he would some day go to Brighton High School, a respected high school in the Rochester area. To a child struggling with learning communication skills, the thought seemed hard to believe. But one day Stephen did enter Brighton.

As Stephen grew older, he developed an interest in a business career. His parents suggested one day he could go to Rochester Institute of Technology, a nationally renowned institution of technical education. Stephen was skeptical.

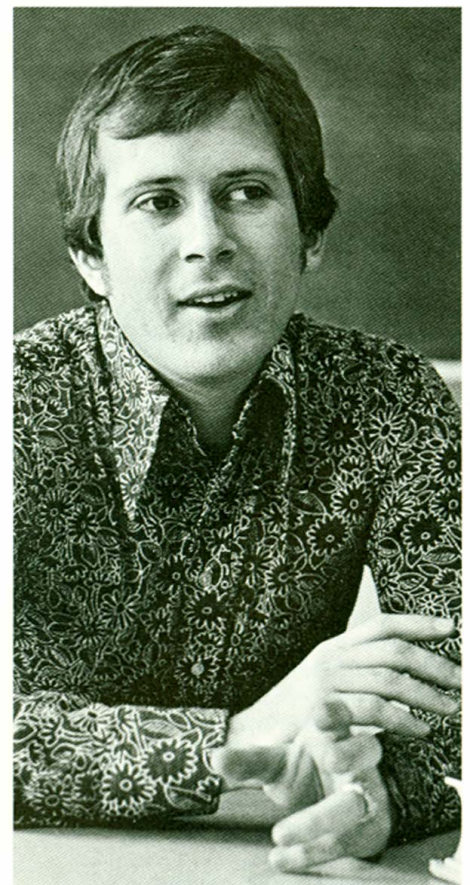
He graduated from high school and enrolled in Gallaudet College in Washington, D.C., majoring in business administration. After being immersed in the hearing world most of his life, Gallaudet offered him a chance to learn about the deaf. "I was especially glad for the opportunity to be with deaf adults; it helped me round out my self-concept and gave me the chance to see the world from another viewpoint."

It was during his first year in college that NTID was created. "I decided a school that offered the opportunity to interact with both deaf and hearing persons was the ideal way for me to prepare for the future, so I transferred to NTID," he recalls, and he enrolled through NTID into RIT's College of Business.

As one of NTID's first 70 students, Steve graduated with a bachelor's degree in business administration in 1972. In 1974 Stephen received a master's in Deaf Education from SUC at Geneseo, N.Y.

At NTID Stephen is an associate educational specialist with the educational support team in the College of Business. He will help provide tutoring and other support services in the areas of management and marketing to deaf students enrolled in that college. He sees his deafness as being an advantage for him and feels it's important for him to be a good example for students.

"Our big goal is dependency reduction among our students, but before they can learn to become independent they must know what services are available to them and how to use them. I want to encourage them in every way, and to me that means getting involved in their classes, encouraging them to use their voices and to develop a variety of communication skills."



Mr. Smith goes to Washington

Jack F. Smith, assistant dean for Educational Extension at NTID has been appointed by the U.S. Department of Health, Education and Welfare (HEW) to the position of executive director of the White House Conference on Handicapped Individuals.

The national conference, scheduled for December 1976, will be preceded by a series of state conferences on the handicapped. The White House conference will provide suggestions for Administrative legislative action on behalf of all handicapped individuals; provide national input on all handicaps from birth through old age; and investigate and gather information for both consumers and experts in the field of disabilities.

Smith, a native of suburban Philadelphia, Pa., will report directly to Stanley B. Thomas, Jr., assistant secretary of Human Development in the office of the Secretary of HEW. The legislation for the White House conference was initiated and approved by the United States Senate.

"This important appointment indicates the competence RIT will lose when Jack Smith departs. But we are proud that he will be giving this vital service to the nation," Dr. Paul A. Miller, president of RIT, said about the appointment.

In his role as assistant dean for



Educational Extension at NTID, Smith has been responsible for all efforts related to external communication and for programming related to the departments of Public Information, Research and Demonstration, and the Office for Career Opportunities.

"All of us at NTID applaud the

leadership exercised by Jack Smith in helping NTID during its crucial stages of development. We know this experience will be invaluable to him in his new position. He is superbly prepared for this important national effort on behalf of handicapped persons everywhere," Dr. Robert Frisina, director of NTID, said.

A graduate of the University of Pittsburgh ('61), Smith joined the Public Affairs staff of RIT in 1969 following eight years of work in newspaper and public relations in Pennsylvania. He is currently working on a master's degree in Instructional Technology.

A chairman of the planning committee for the annual meeting of the President's Committee on Employment of the Handicapped, Smith has won numerous national honors for his public relations work. He is a member of the Council for Advancement and Support of Education, Public Relations Society of America, National Association of the Deaf and Convention of American Instructors of the Deaf.

Smith has been active in community affairs and is a member of the board of directors of the Monroe County Association for the Hearing Impaired, Monroe Community Home and Hospital; public relations consultant, Rochester School for the Deaf; and resource person, Hillside Children's Center.



Student Tour Guides



Whether you're visiting the Louvre, the Smithsonian Institution, or the National Technical Institute for the Deaf (NTID), the people who make your trip more enjoyable and worthwhile are the tour guides.

At NTID, three students are enhancing their education through their jobs as student tour guides for the Visitors' Center.

On the average, more than 250 people per month tour the facilities, and a great number of these people are conducted on a 45-minute tour of the academic building by enthusiastic and informative student tour guides.

The other visitors are toured by Ms. Wynene Fenderson and Ms. Keitha Boardman, the Visitors' Center full-time staff. They coordinate all the tours and provide an in-depth orientation to NTID's history, purpose, and programs prior to the tour.

"We feel that by employing students to assist in the Visitors' Center, we are helping them develop good personal and communication skills that will stay with them a lifetime," said Ms. Boardman.

Each trainee must go through an orientation program set up by the Visitors' Center. At the end of the training session, the trainee gives a "test" tour to insure consistency and correctness of information given to the visitors.

Michael Bienenstock (North White Plains, N.Y.) is a four-year veteran tour guide who is in his fifth year of study as a chemistry major cross-registered into RIT's College of Science.

A teaser, Mike has the ability to entertain as well as inform. His sense of humor and easy-going manner make people feel right at home.

"I've had other part-time jobs as a golf caddy, a waiter, and a parking lot attendant, but being a tour guide beats them all! I volunteered for the job because I like meeting different people; I didn't even realize I was going to be paid for it," he smiles.

Mike feels that the job is especially important to prospective students because "what I tell them influences their decision to come here, and as a student myself, I know that's a big decision to make."

In the course of his job, Mike's had the opportunity to talk with professionals, educators in the field of deafness, families, prospective students, and to the Governor of New York State, Hugh L. Carey. "That was really something to write home about," he grins.

"The first thing I do is greet the visitors with a warm welcome," smiles Jim Jones (Shawnee Mission, Kan.). Jim heard about the job from Mike, who also helped to train him.

Jim has been a tour guide for a little less than a year, and his enthusiasm for the job is still growing. A real charmer, Jim will cater to any request within his power. His pleasure comes from pleasing others.

An architectural drafting major, Jim was fascinated by the new facilities when he was given a tour as part of his Summer Vestibule experience before entering NTID. He is very proud of showing people around the facilities and takes particular interest in discussing the drafting lab.

With the World Congress of the Deaf convention held in Washington, D.C., last summer, Jim was able to meet people from all over the world. "Some of my



visitors couldn't speak English very well, and some didn't know sign language, but we managed to communicate through gestures and had a good time doing it," he remarks.

A soft-spoken attractive blonde, Terry Blakeslee (Kenmore, N.Y.) is a fourth-year hearing student in communications design at RIT. She feels that her Visitors' Center training will be a big asset when she graduates and must be able to communicate ideas to clients.

Terry has spent the last two summers as a tour guide. During the academic year she attends classes, is a student interpreter for deaf students who enroll in RIT's other colleges, and also holds a job as a resident advisor in the dorm.

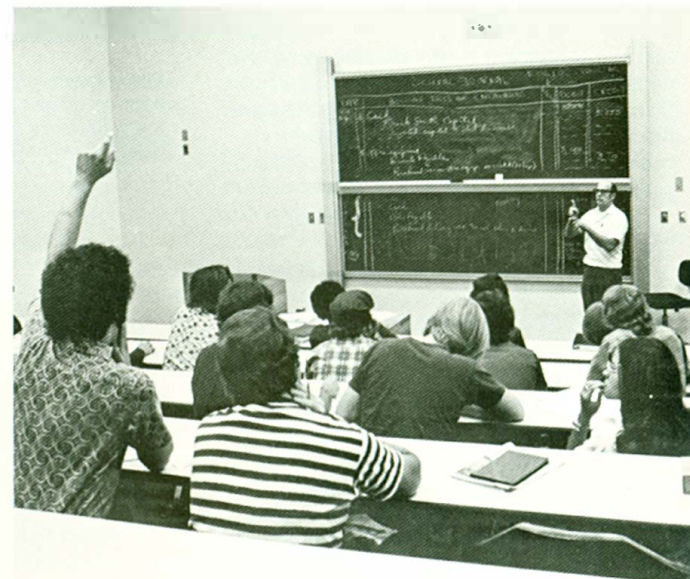
Her chief enjoyment is the reactions of the people on the tour. "I get a good feeling when they show enthusiasm for the building and programs. Most people are overwhelmed by the architecture, the color, and the media we have. And when they compliment NTID, I feel like they are also complimenting me personally. It makes me feel like I'm really a part of a great place," she admits.

Although she enjoys all the visitors, Terry admits to having favorites. "I especially like the families who come, because I know they are genuinely interested in what I have to say. And the older deaf people always sigh and wish that NTID would have been built 30 years sooner, so that they could have come here," smiles Terry.

"Jim, Mike and Terry are very conscientious, and many times have acted above and beyond the call of duty to meet the requests of the visitors. They're invaluable, and we don't know what we'd do without them," concluded Wynene and Keitha.



Mike Bienenstock (top left photo, left) Jim Jones (top right photo, right) and Terry Blakeslee (above photo, left) feel they're learning a great deal as they give information to visitors who come to NTID.



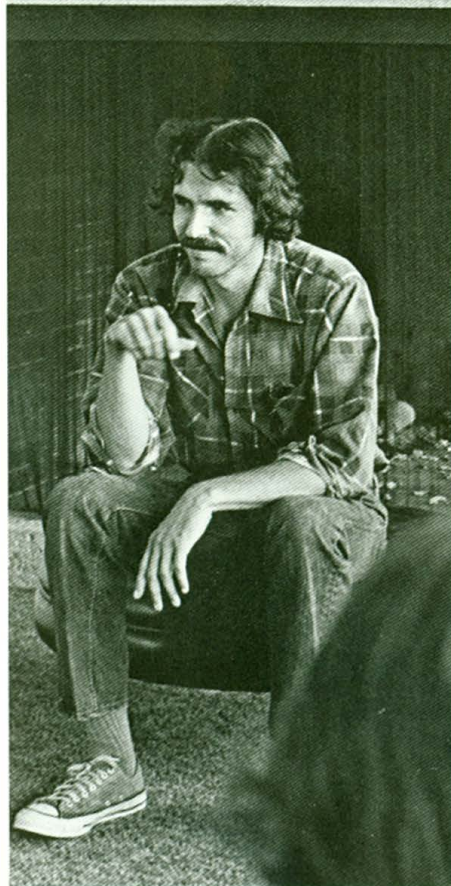
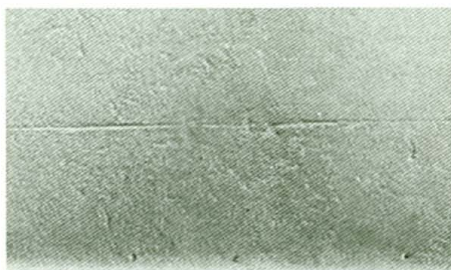
Summer Vestibule

What does summer mean at NTID? It means a lot of work, and a lot of fun—as one student put it. The six-week summer vestibule program is crammed with work. There are classes, tests, counseling sessions, homework, new ideas, places to go and people to learn from. But summer at NTID is also fun—parties, picnics, trips, rap sessions, sports and most important, sharing them all with new friends.





Grads give pointers to new students



What does it mean to have a career? Tell me what technical education means? These are some important questions students ask when they first enter NTID. The answers are provided in a number of ways: career seminars, visits to local businesses, films and slides about careers, and simulated work environments in classes.

One method that seems to impress new students the most is being able to talk with NTID graduates.

This past summer, graduates in areas of data processing, office practice and procedures, printing, architectural technology, industrial drafting, civil technology and electromechanical technology returned to NTID to talk with new students about their own job experiences. Many of the graduates are the first deaf persons to be hired by their companies, and they acknowledged the fact that their performances on the job might well influence employers about hiring other deaf people in the future.

"I was really excited about coming back to NTID to talk with some of the new students," Ron Meotti, a 1973 graduate in the industrial drafting program, said. He explained his job as a draftsman with Combustion Engineering Co., Inc., in Hartford, Conn. He brought some brochures and some of his plans to

demonstrate his work. "I remember when I first came to NTID. I was sitting in class wondering how I was ever going to learn all those strange words and how I was going to find a job. Well, I learned enough to get a good job, and here I am giving other students pointers. It's a good feeling."

Bill Mather, a 1973 data processing graduate, is an application programmer for Union Oil Company in Chicago, Ill. He explained the difficulty he had in finding his first job, not so much because he was deaf, but because he had no previous job experience. He got his job with the help of NTID and his state employment agency.

In the data processing field the programmer is responsible for keeping up with new developments, he explained. "My company uses books, TV and manuals. I had some difficulty lip-reading the TV lecturer, but I was able to get transcripts of the audio portions. Deaf programmers must keep up. There are many documents describing the new software, and it's easy to get new ideas through your eyes. Ears are not always best. You must read."

Marilyn Nulf faced being the first deaf and the first female draftsman at Grinsfelder-McArdle Associates, Inc., in Fort Wayne, Ind. The 1973 architectural

technology graduate told students she entered drafting because it put her drawing talents to practical use, even though her mother didn't think it was the right field for a girl.

Does she mind being the only female draftsman on the job? "At first I was shy, but I want to do a good job, and so I don't worry about the men. I just concentrate on doing my work."

Many of the questions students asked centered around communication on the job. Craig Ridgeway, a 1974 electromechanical technology graduate, said his speech skills have improved because he forces himself to use his voice more on his job with Conrac Corporation, an electronics communications firm in West Caldwell, N.J.

Alan Gifford spoke of the importance of good communication skills in his job "because I must talk with government officials and sometimes explain why we have to dig up some citizen's front lawn to put a new sewer system in. *That* takes a lot of explaining."

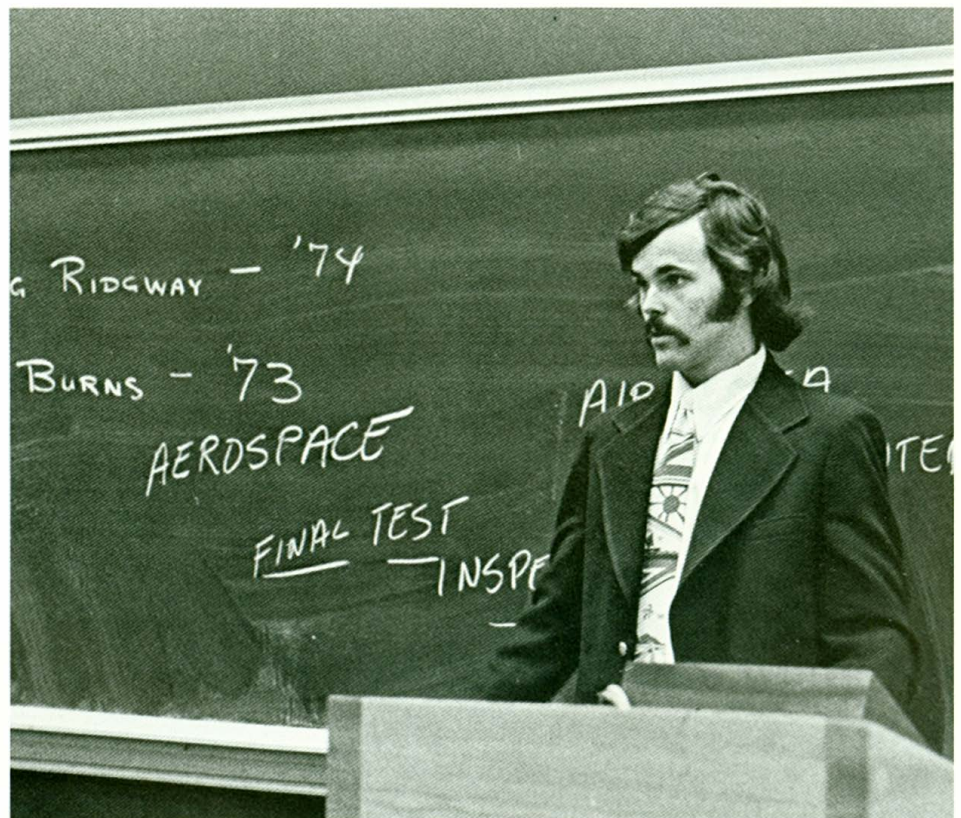
Gifford, who graduated with an associate's degree in civil technology from NTID, is currently pursuing a bachelor of technology degree in civil engineering at RIT. He has had several cooperative work experiences in Vermont working with Joseph A. Kestner, Jr., Inc., a private consulting engineering firm based in Troy, N.Y.

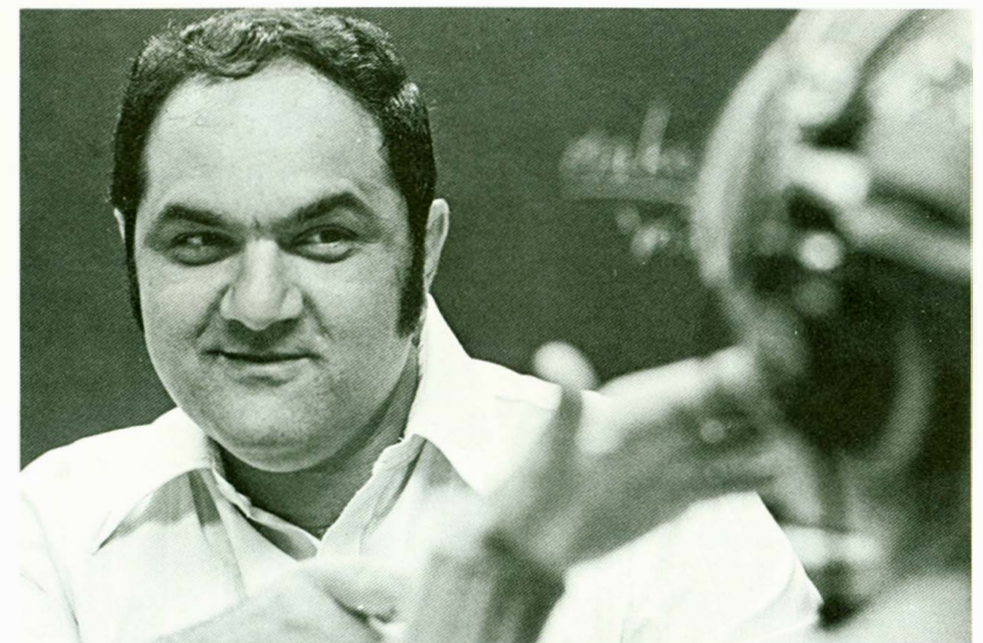
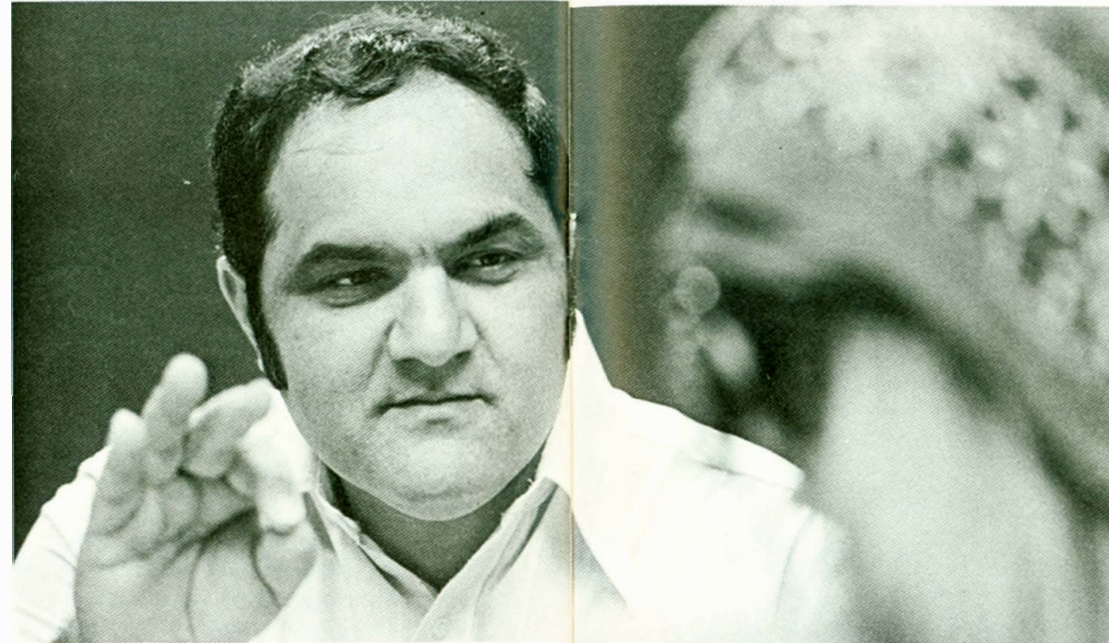
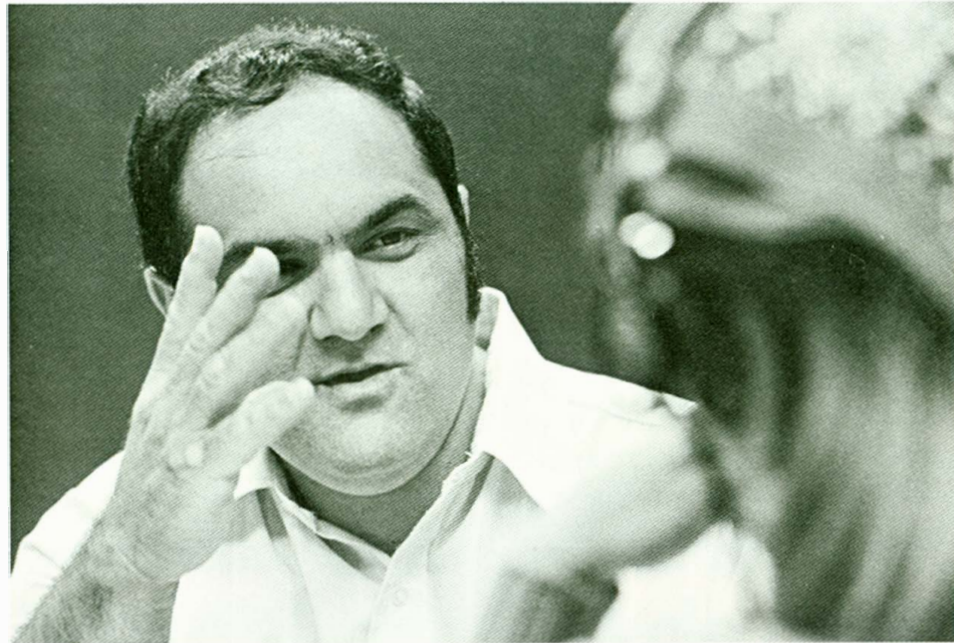
Dean Dunlavey, a 1973 printing technology graduate, told a group of students that even hearing people resort to writing messages when the noise of the printing presses makes conversation difficult. Dean works as a pressman at General Duplicating, RIT's in-plant printing facility. Speaking about jobs in general, Dean told the students "a lot depends on your individual situation and the people you work with. It's people who make up a company. Most of the people I've run into have been friendly and helpful to me. NTID helped prepare me to meet different people and deal with different situations."

Other returning graduates included: Mary Jo Ingraham, a 1972 office practice and procedures graduate who is working as a mag card operator at NTID's Word Processing Center; William Ingraham, a 1971 graduate of the College of Business, who is working as an auditor with the Internal Revenue Service; Charles Jones, a 1973 data processing graduate who is working as a computer operator for Xerox Corporation; and Dora Bradley, a 1974 office practice and procedures graduate who is working as a legal typist at Nixon, Hargrave, Devan and Doyle law offices.



Dean Dunlavey (bottom left photo, opposite page), Ron Meotti (adjacent photo), and Craig Ridgeway (bottom photo this page) were among the graduates who returned to tell new students about their job experiences.





CLOCKWATCHER

Nick Orlando is a clockwatcher.

At his home in Geneseo, N.Y., Nick will gladly give you the time of day to the tune of Westminster chimes playing the matins, or will point with pride to his 135-year-old Grandmother's clock, which carries on with methodical patience.

Yes, Nick watches time and proudly admits to it. "I collect and repair antique clocks. Most of them work, but I don't keep them all running at once for reasons of sanity."

Nick has over 100 clocks, including mantel, shelf, regulator and cuckoo clocks. But the one he's still searching for is a Grandfather's clock. "Those are hard to come by," he sighs.

At work, Nick's time is spent as NTID's supervising speech pathologist. Here his responsibilities range from teaching communication classes and conducting speech therapy sessions, to administratively assisting the chairperson of the speech pathology area.

"My basic job is to help someone with a speech and hearing problem achieve the best skills possible."

"He does this by putting his heart and soul into his work," exclaims a close co-worker. "Nick demands a lot in class, but he is always willing to give a great deal in return. He knows all his students by name, personalizes the classroom situation by developing total classroom interaction, and is not above cajoling or teasing a student if he feels they are daydreaming," the co-worker observes.

Nick's philosophy is "to be someone the students can respect, yet not be unapproachable if they need my help."

And more times than not, Nick's open-door policy and genuine interest in the students attracts them to his office to talk.

Aside from Nick's other duties, he has 27 counselees with whom he plans communication programs and schedules tests. He also maintains close contact with the audiology department

for purposes of therapy and testing.

With five years experience as a speech pathologist in the Rochester City Public Schools, N.Y., Nick became the first and only speech pathologist NTID had when it opened its doors in 1968.

"The people at NTID have a certain 'esprit de corps' when it comes to helping students. I enjoy my work because of this atmosphere and believe it or not, I don't watch the clock during the day," says Nick as he cracks a smile.

A good deal of his personal satisfaction comes from the older students who drop in to see him once they've started working. "They like to come back and talk about their families or what kind of jobs they have. And they usually express an appreciation for what we did for them. That's when it all seems worthwhile," he states.

Prior to college, Nick spent four years in the Air Force where he advanced to a sergeant in the air police. Perhaps this is where he received his initial training for

his present position as the village police justice at Geneseo.

After the service, Nick returned to his hometown of Geneseo to begin life as a history major at the State University of New York at Geneseo. His major soon changed after he talked with a number of speech majors on campus. "It's difficult to explain, but after I investigated the program, something just clicked, and I knew speech was the area for me," Nick recalls.

Family life is a tradition Nick strongly supports, and much of his free time is spent with his wife and four children.

His children are actively involved in sports, and Nick enthusiastically takes the spectator seat at these events.

"My family is as important to me as my vocation, and being happy with one enhances the happiness of the other. They could never be mutually exclusive, as far as I am concerned," he states.



Internships Tailored to the Individual

A large company which has recently hired a deaf employee needs to acquire some background in deafness and communication.

A master's degree candidate in speech therapy wishes to get experience working with college-age deaf people.

A vocational rehabilitation counselor finds herself at a loss when dealing with deaf clients and must get some background in counseling and placement techniques.

A short time ago there would have been few, if any, programs to meet the needs of these individuals. Today at NTID, a series of internship programs are providing in-depth experiences for people who want to apply their educational or professional backgrounds in service to the deaf.

The programs are of three types: graduate, professional and special internships; and each one is tailored to the needs of the participant.

Graduate internships are offered to persons who are nearing completion of either a master's or doctoral program in an area that is applicable to the needs of the deaf. Professional internships are offered to persons in education, business and industry who want to develop their professional skills in fields relating to deafness. Special internships overlap the other two and are different either because of duration or emphasis.

Most internships last for at least eight weeks, but special internships have more flexibility for those in business and industry; and a number of intensive mini-internships have occurred.

It is the individualization of the internship programs that makes them so relevant, according to Larry Quinsland, a graduate intern from the University of Wisconsin in 1974, who is now an instructor in the Technical Science Department of NTID.

"It was one of the few educational



experiences in my life that was completely designed for my needs. There wasn't a bit of wasted or irrelevant time spent."

Bonnie Joan Wagner, a graduate intern with a degree in deaf education from SUC at Geneseo, N.Y., said that the program "gave me an excellent opportunity to officially begin my career in the field of working with the deaf. The positive elements were limitless. I have learned a great deal — all of which I doubt I would have encountered elsewhere."

While the program elements are flexible, the basic intent of each internship is the same — to allow the intern the chance to develop or refine skills which may be applied to the

development of personal, social, technical or communication competencies of deaf persons.

Interns have opportunities to practice not only in the classroom but in audiology, speech therapy, counseling, research, administration, job placement, curriculum development and developmental education.

A unique aspect of NTID's program is that it is directed by a centralized office, coordinated by Joseph Avery. Each intern has a supervisor with whom to work, within an area of specialization. But Avery feels interns should have a group identity while at NTID, and he schedules activities to complement their specialized program.

Interns gain valuable experience by being immersed in life at NTID during their stay. Gail Goodman (below) of Los Angeles, Calif., completed a professional internship last year. Debbie Lawless (opposite page), a former vocational rehabilitation counselor in Massachusetts, completed a special internship to learn placement techniques for the deaf last year.



"All interns participate in the intern seminar series, where each is responsible for presenting a program to the others for professional development. They usually live in the dorm to give them close contact with students, are evaluated for manual communication skills and receive an overview of NTID which encourages them to see how all the parts of NTID work together in a common mission," Avery explained.

Since 1969 there have been 71 interns served at NTID. Forty-five were graduate internships, 23 professional and three special.

There have been interns from the University of Illinois researching psycho-linguistics and graphic display,

interns from the University of Massachusetts developing media for advanced deaf programs, and a training specialist from IBM learning about deafness. Some institutions sponsoring interns at NTID include Boston University, East Texas State University, Gallaudet College, University of Michigan, Northwestern University, Massachusetts Rehabilitation, Montgomery City Schools, University of Pittsburgh and Wayne State University.

While the internship programs are relatively new, they are expected to grow substantially within the next few years. A greater percentage of professional internships is expected as more professionals become aware

of the program.

"Professional internships are often shorter in length, which may make the programs attractive from an agency or business standpoint. As more of our graduates enter the work force we want to encourage interested professionals in vocational rehabilitation and business and industry to investigate our program," Avery concluded.

For more information about the internship programs offered at NTID, contact: Joseph Avery, Coordinator, Graduate and Professional Internships, NTID, Rochester Institute of Technology, One Lomb Memorial Drive, Rochester, N.Y. 14623.

graduate features

Tony Schiffiano wants to build bridges from one island to another — from the hearing to the deaf.

The 24-year-old resident of Goose Creek, S.C., didn't major in engineering or construction at the National Technical Institute for the Deaf, but he considers many skills he acquired in college as essential to building bridges in understanding.

"My courses, especially the ones in communication, mean much more to me today than they did when I was in school," Tony states. "Now I know the meaning of communication and how important it is to success on the job."

The 1973 graduate of NTID's printing technology program is a pressman at the Medical University Press of South Carolina in Charlotte.

"What I learned in printing helped me to get a job, but communication is helping me to get along with the hearing. You soon learn good communication is also important on the job. I don't want to be only with the deaf."

While Tony is the only deaf person employed at the Medical University Press printing facilities, he chooses leisure activities with both hearing and deaf. The activities with hearing peers include everything from fishing to just grabbing a brew at a local pub.

Pat Klute, University Press manager, had never met a deaf person before Tony. He points out that things were strained in the beginning. But then one day Lloyd Lien, assistant manager, asked Tony if he couldn't teach him some sign language. Lien's request broke the initial tension.

Now when the guys go to lunch or plan a weekend activity, Tony is considered an important part of the group. Tony is 6 feet 1, 190 pounds, and ruggedly handsome. Somehow you get the impression that if it weren't for his deafness he would have the personal warmth, charm and facial characteristics to become a Hollywood actor.

While in college Tony was one of the lead actors in the NTID Drama Club and also served as president. He has continued his enthusiasm in theatrics by performing mime and one-act plays for deaf organizations in South Carolina. Lately he has been seeking ways to get involved in a community theatre group. He feels his mime experience would be helpful to them. In addition, it builds another bridge.

Tony also plays out his roles effectively at work. He loves to be part of joking that says "man, you're part of the group."

Because he is Italian and his voice is

Tony Schiffiano



husky, one co-worker refers to him as the "Godfather."

When it comes to work, Tony is an equal part of the team, participating in staff meetings. And when meetings are finished, his supervisor, Pat Klute, makes sure there are no gaps in Tony's understanding.

Tony is the first one to tell you how much he appreciates Klute's special efforts. But then Tony has a basis of comparison. When he graduated from NTID in 1973 with a diploma, he initially worked with another Charlotte firm, before a layoff eliminated that job.

As is the practice with all NTID graduates, a survey was sent to Tony to determine, among other things, job satisfaction. Tony candidly reported that he was not considered part of the team in his first job. And, in fact, when occasionally he was included at staff meetings he understood little because of his deafness, and no one was willing to clarify anything. Things have changed in his new position.

"We're just happy to have Tony with us," says Klute. "It's hard to find real good pressmen. Not too many people can walk in, crank up a press and turn out the quality work that we need to be competitive with commercial printing firms in Charlotte."

Klute admits that he continues to learn more about deafness daily. "I have a bad habit of holding a cigarette in my mouth when I speak," Klute says as he removes a cigarette from his mouth. "If I speak clearly, Tony can usually read my lips. Communication is not a problem."

Tony's reputation, particularly in the deaf community, continues to grow. One Charlotte secondary school program for the deaf recently had Tony speak to its students on sex education.

"I sure was glad that NTID gives its students courses in important and essential things like sex and money management. You can't believe some of the questions the high school students ask," Tony states with an embarrassed grin.

"I've never met a deaf person who had everything so well together," says Charlotte Vocational Rehabilitation Counselor Randy Moody. "Personally and professionally, he is a credit to NTID and all deaf people."

NTID assisted Tony in securing his first job. His present job he found on his own by answering an advertisement.

"At first I felt NTID should have also helped me find the second job," Tony remarks. "But now that I have this job, I'm happy I got it on my own. It's helped make me more independent."

Terry Battisti bubbles when she talks about her job. She is the first deaf person to work as a window display artist for Lerner Company, a national chain of women's clothing stores.

"I remember going for my interview there. I wanted that job so much. I would have done anything to get it. I told the boss I would prove myself to the company if only they would give me the chance, and I think I have shown them.

She admits that when she first came to NTID in 1969, she had little idea of what she wanted to do with her life.

"I knew I wanted to work with fashions and fabrics, but I had no idea what careers there were in those areas," the Ithaca, N.Y., native said.

That's where the educational support team for the College of Fine and Applied Arts (CFAA) came in. Support teams work with deaf students enrolled in the other eight colleges of Rochester Institute of Technology, NTID's sponsoring institution. Without the team in CFAA, Terry recalls, she would have given up long ago. Jack Slutzky, NTID associate educational specialist in the college, encouraged her to visit different companies to discover the variety of jobs there were in areas of fashion and fabric.

"Suddenly I had many choices, and I had to learn how to make the right choice for me. Jack worked with me. He talked with employers and helped me set up my portfolio to show I could meet their needs. I discovered that I enjoyed the challenge of business competition with other stores, and the area of window display seemed to combine the practical part of business and the creativity I wanted."

At that time, there were no career major in display art at RIT, but Tom Raco, assistant dean for NTID in the College of Fine and Applied Arts, John Cox, associate educational specialist, and Slutzky, worked to persuade the college to accept display art as a new career area.

Terry loves her job because it has so many different facets to it. She must exhibit a good sense of fashion and marketing, as well as a creative sense of balance, color and feeling in her window displays. Terry changes the windows each week and must keep coming up with creative ways to attract customers to the window and into the store.

Terry Battisti



Last May, Terry gave a presentation about her job to a group of students in the Introductory Art Major program, a preparatory program for students who wish to enter the CFAA. She gave a slide presentation of her work, talking about some of the problems she faced on the job and about the effort she puts into her creative displays.

"One problem I had at first was finding out that a boss is different from a teacher; he doesn't always take the time to explain everything to me. Sometimes I have to try and figure out what he would want me to do without his always telling me.

When you work with hearing people you are going to have to talk more. The boss doesn't care how your speech is; he just wants to hear you try to communicate with him."

"College teaches you to think, but in business you have to think *fast*. I've learned to stand on my own two feet. At first I was afraid to be on my own, but I remembered all those people at NTID who encouraged me, and I figured if they thought I could do it, I'm going to show them I really can."

Terry's supervisor, Hal White, manager of Lerner Company's Greece Towne Mall branch store also worked closely with her.

"I have a daughter with hearing problems, so I think I've understood some of Terry's frustrations. It was really tough for her at first. Not only was she learning to work in the business world, but she had to learn our procedures in display and learn some marketing concepts."

She has learned a lot in the past year, according to Mr. White. "She picks most of the windows by herself and is beginning to draw on her past experiences. I think she'll find her job a little less hectic in the coming year. She's doing a fine job."

Terry received her bachelor's degree from the College of Fine and Applied Arts in 1974 and has been working at top speed ever since.

"Being deaf isn't easy; in the business world you have to push yourself to make sure you're aware of what's going on around you. You have to tell the other people you work with how you feel, what you think; it's your responsibility — that's what communication is for."

New NAG members

The National Technical Institute for the Deaf has named four new members to its National Advisory Group (NAG).

The NAG serves in an advisory capacity to the director of NTID. Dr. Robert Frisina. NAG members include leaders in education, business and industry, and government. Newly selected to serve on the advisory group are Mrs. Laura M. Bergt, Ms. Alice R. Kent, Dr. Robert Huff and Dr. George Propp.

Mrs. Bergt of Fairbanks, Alaska, is the parent of a deaf daughter. She is active in a number of national and state organizations. Among these are the National American Revolutionary Bicentennial Council, the National Council on Health Manpower Shortages Areas, the National Council of Regents for the Institute of American Indian Arts (Santa Fe, N.M.), the Alaska Plan Policy Board, the Governor's Rural Affairs Commission (Alaska), Alaska's Commission for the Handicapped, and the University of Alaska's Student Orientation Services Committee.

Some of Mrs. Bergt's past committee activities include the State (Alaska) Task Force on Hard of Hearing, Alaska

Crippled Children's Association, Arctic Association for Retarded Children and Alaska State Press Club.

Ms. Kent of Cleveland Heights, Ohio, is presently principal of the Millridge Center for Hearing Impaired in Cleveland, Ohio. She has had extensive teaching and supervisory experience in a variety of programs during her 40 years in education of the deaf. For 15 years she served as a member of the board of directors of the Alexander Graham Bell Association for the Deaf, Inc. She has served as a visiting professor at the University of Virginia, Smith College, University of Utah, and at Northwestern University. She has been an active participant and contributor to many meetings of national organizations associated with hearing impaired children and youth.

Dr. Robert Huff of Blacksburg, Va., is a professor of higher education at the Virginia Polytechnic Institute. Prior to assuming this position, he spent six years as associate director for the National Center on Higher Education Management Systems at the Western Interstate Commission for Higher Education. In this position he was

instrumental in developing a number of highly sophisticated planning and management systems for resource allocation and management in higher education.

Prior to this, Dr. Huff held a number of positions in the area of secondary and postsecondary educational administration. He is currently a consulting editor for the Journal of Higher Education.

Dr. George Propp of Lincoln, Neb., is assistant director of the Specialized Office for Deaf and Hard of Hearing at the University of Nebraska in Lincoln. Prior to this he was the associate director and coordinator of instruction for the Midwest Regional Media Center for the Deaf and a former professor at Northwestern University.

Dr. Propp has been very active in the area of media development for education of the deaf, having conducted approximately 50 media institutes, workshops, and symposia. Presently, he is on the editorial boards of the *American Annals of the Deaf* and the *Deaf American*. Dr. Propp, who is deaf, has published and lectured extensively in this field.



Alumni Advisory Council

NTID's first Alumni Advisory Council met recently to plan for future activities involving NTID alumni. Members of the Council include (left to right) Kevin Nolan of Beverly, Mass.; Eileen Biser, coordinator of NTID Public Information; Gerald Nelson of Minneapolis, Minn.; and Howard Mann of Chicago, Ill.



ICDA on campus

Members of the International Catholic Deaf Association (ICDA) of Milwaukee, Wisc., visited NTID during the summer. The 170 members who came to Rochester were given an overview of NTID, watched a film and were given a tour of the new facilities.

Student and community interpreters

More than 50 people participated in NTID's student and community interpreter programs during the summer. The 27 community interpreter participants came from all over the U.S. and are a reflection of NTID's concern to provide qualified interpreters for the deaf nationwide. The 25 student interpreter participants were trained to interpret for deaf students enrolled in other colleges of RIT and for sports, social and cultural events.



IBM summer work program

Three NTID students participated in a summer work program at IBM in California last summer. Bill Penny of Columbus, Ohio, worked as a computer programmer in San Jose, Calif. Robert Plubell of San Jose, Calif., and John Loos of Bruneau, Idaho, worked at programming jobs in Palo Alto, Calif. John Loos is pictured (second from left) during a morning work review with other deaf college students from other colleges and universities.

For further information contact:



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