

ntid focus

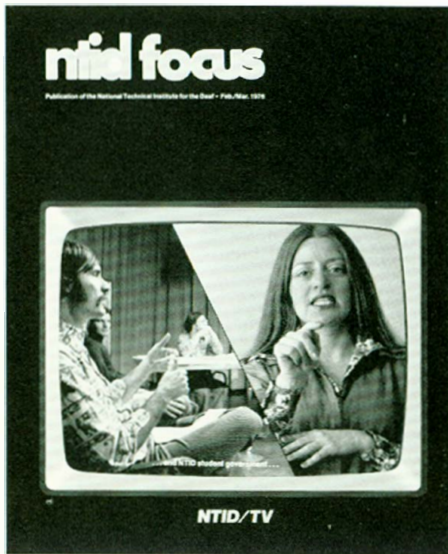
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R. I. T.
COLLECTION



...and NTID student government ...

NTID/TV



Cover

NTID's Instructional Television Department is looking into the different ways television can impact on education of the deaf. Captioning versus interpreting programs is just one of the controversies NTID is investigating. For the full story of NTID/TV see page 3.

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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.



NTID/TV

Can television play a role in the education of the deaf?

Definitely yes, say the creators and personnel of NTID's Instructional Television Department.

Today more is happening in the area of television for the deaf than in the past; but more isn't necessarily enough, and many questions as to the type of programming, the quality of those programs, and the methods used to bring programming to deaf audiences are still unanswered.

The initial questions generate others.

How can TV be best adapted for use in instructional areas?

Is captioning more effective than interpreting?

What are the most effective methods

for teaching a specific problem when utilizing TV as a medium?

As TV programs become more accessible for the deaf, what will the social and cultural benefits be?

NTID's Division of Curriculum Development and Evaluation (CD&E) is addressing itself to these and many other questions. It has as its primary goal the development and evaluation of new and imaginative instructional technology which can be used in the education of deaf students. As part of this goal, CD&E is looking into the teaching/learning process and into the potential use of media in teaching the deaf.

Essentially CD&E is a system for instructional development, and the

medium of television, being utilized by the Instructional TV Department, will play an important role in that development.

The man behind CD&E is Director Frank Argento, whose background is in media design and who maintains an active interest in the potential of television through his activities on the Mayor's Citizens' Cable TV Advisory Committee in Rochester; through relationships with WXXI, Rochester's educational TV channel, and other commercial, governmental and educational facilities concerned with programming for the deaf.

Argento feels that television hasn't begun to realize its potential as an instructional medium.



Students can get involved in all aspects of TV production.

"What little has been done has not been properly researched in many cases, and almost nothing has been done in the area of deaf programming. There are approximately 68.5 million homes in the U.S. that have television and watch it for about six hours a day. The deaf audience, unfortunately, has largely missed out on it as an educational, informational and entertainment forum," he says.

The department is approaching its academic programming slowly and cautiously.

"We ask a lot of questions before we start to design a program," says Steve Talley, producer/director for the department. "We don't want to use television because it's new. We're trying to define areas in which TV will work best instructionally."

The options are virtually limitless. There are people within CD&E whose function it is to define an instructional problem—the curriculum development specialists. Audience needs are assessed, as are the specific goals and objectives for the program, as well as properties for researching the total learning process.

"Basically we work as a team with the curriculum development specialists. We take a prescription from them, and then we design the medicine," Talley says.

Instructional programs can be designed to fit into class time by means of portable TV monitors. They can be shown before or after class or as individualized instruction through the use of videocassettes. The programs can have direct bearing on class progression or be completely supplemental. They can be taught by techniques using demonstration methods, student and teacher

interaction, lecture, cartoon animation, panel discussion, etc.

There have already been instructional programs utilized in English, speech, developmental education and engineering curriculums. The Experimental Educational Theatre program tapes auditions, drama productions and student work for quick playback review and to demonstrate acting techniques.

"Ten years from now I'd like us to be able to say that if you have this kind of student with this goal and these other factors, then this is specifically the format to use. To be able to answer these hundreds of questions—that's what we're here to find out," Talley says.

Getting students involved and interested in the department is another goal of CD&E, according to Elizabeth Ewell, programming coordinator. All programming for NTID's four channels is reviewed by her, she explains as she gives a rundown of what each channel consists of.

— Channel I broadcasts the 24-hour United Press International (UPI) newswire service. This special news service presents the latest news which is constantly updated. It includes sports scores, weather forecasts, a schedule of the day's TV shows, business and financial news, as well as special features on science, religion, humor and personalities.

— Channel G is for student communication. Right now it consists mainly of the Message Wheel broadcast from 7 a.m. til 11:30 p.m. It carries announcements and personal messages which can be seen on any of the TV sets placed throughout the academic building and dorm lounges.

— Channel A is the academic channel. There are found manual communication

instruction courses in progress or maybe a film to be seen before classes or a program on how to use an interpreter.

— Channel E is for entertainment programs which currently are broadcast approximately four hours nightly. The system right now consists of pulling regularly scheduled programs off the air (students were surveyed as to what they wanted to see the most), interpreting them (including commercials), and rebroadcasting them.

Students currently work as operations and maintenance technicians and as production assistants through direct student employment or through a cooperative work experience.

Liz wants to see students begin to generate and produce more of their own programming now that the department is in full operation. Last year students broadcasted meetings of the NTID Student Congress (NSC) and allowed equal television time for election candidates. The response to these productions was very positive.

Recently a new committee, sponsored by NSC, is investigating the possibilities of more student productions and is mapping out their goals and objectives. There are many options open to the students. They could produce their own news show, present features on interesting students, explore different career areas, and even tape and produce cultural and dramatic events.

"This is another non-classroom activity where students gain experience mapping out goals, organizing, managing and creating. It's their opportunity to show how they feel and view issues that can affect the greater



Instructional television programs are designed to meet very specific teaching / learning goals.

deaf community. It's their opportunity to affect their own destiny," she says.

The use of captioning versus interpreting is a controversial subject in TV programming for deaf audiences, and while NTID is conducting research into the controversy, its major concern is the "how" of captioning in order to make the process as streamlined and effective as possible.

Dr. Stephen Barley, head of CD&E's Department of Learning Environments and Media Adaptation (LEMA), is the person who is researching the whole area of captioning.

"How do we determine the reading level of the script? How fast should the

words be presented? Can we analyze text as to its readability? Black on white or white on black? What about colors for the text? The list of questions goes on and on," he says.

Although research is by no means completed, the department is beginning to caption specific entertainment programs which will give them some actual products on which to continue their research and allow them experience in developing their own captioning process.

Another recently completed innovation is the Television Laboratory which will provide short term TV usage for students and faculty upon request.

The TV Lab will allow faculty and students to schedule lab time to experiment and practice techniques with the aid of a trained television teacher within two working days. Additional benefits to students and faculty will be in-service training in TV production and increased experiences in the applications of instructional television.

The questions concerning television and the deaf are continually being raised but hopefully, through the work of NTID's Instructional Television Department, the questions will begin to be answered.

Cables, controls, buttons, switches, monitors...

While the Instructional Television Department of CD&E is still adding equipment and staff, it has moved steadily toward its goal of full operation and the development of new knowledge related to how students learn.

Amid a myriad of cables and sophisticated television equipment, the department broadcasts on four NTID channels which provide the academic building and residence hall with lectures, entertainment and news. Dorm rooms and lounges have cable outlets and a special control box (converter) to receive the NTID channels which are transmitted across campus by a cable distribution network. Approximately 300 students use their personal TV sets to hook into the NTID channels in the residence hall.

The department has two studios for taping lectures and shows and interpreting programs. Each studio has

three color cameras. The taping of the various shows can be controlled from separate subcontrol rooms, one for each studio. One of the subcontrol rooms has not been completed yet, but the other is in full operation. In front of a console in subcontrol room A are a dozen small television monitors which refer to various cameras and replays. Also on the console are two important devices, the video switcher and the character generator.

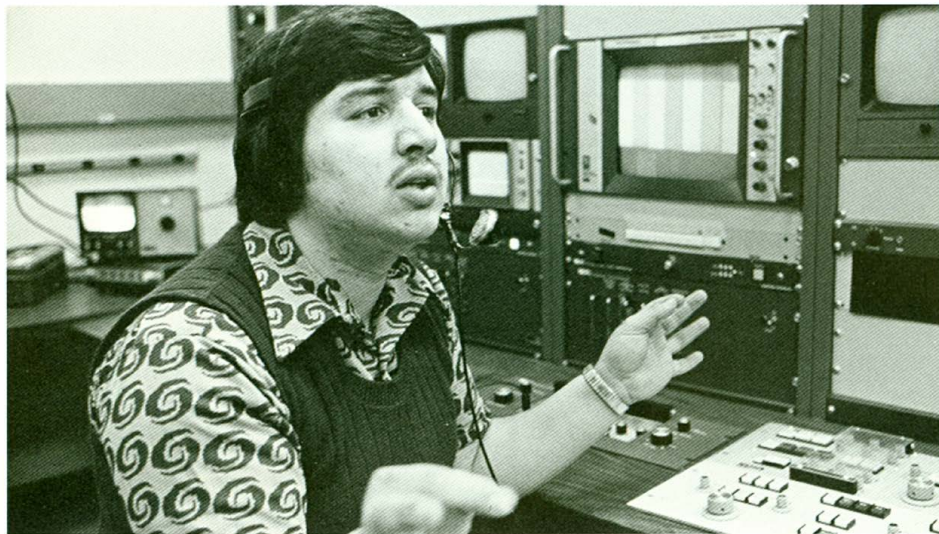
The video switcher controls all the TV monitors in front of it. It can also project 32 different shapes onto the monitors, in various colors and sizes and manipulate the shapes in a variety of ways.

The character generator can print characters directly onto the monitors in three different types and colors. The character generator, which looks like a large typewriter, can move lines up and

down or across the TV screen and is vital for the development of captioning.

Across from the studios is the master control room where all the NTID broadcasts originate. Ten-foot high stacks of devices with buttons and levers, cables and TV monitors fill the room. Messages can be sent from Master Control to any specific room in the NTID academic or dorm complex. A closed circuit TV unit set up between Master Control and the TV studios allows deaf students to communicate freely between the two areas. Currently it also contains the department's film library, holding some 1,250 tapes and cassettes.

And when something goes wrong, as it inevitably does, there's a repair shop, where trained repairmen, usually NTID engineering students, fix the complicated equipment.



Carmen Sciandra

Hooked on TV

There are some people who may wonder what role deaf people can play in the television industry. Frank Romeo is not one of them.

"The backbone of the TV industry is the equipment, and a well-trained deaf technician is just as capable of working in television as he is in any other communications industry," he maintains.

Romeo is the chief engineer in the Instructional TV Department. He has years of experience working as an engineer for commercial stations, schools and industry. His job at NTID is to keep all that expensive equipment in top notch order and also to hire and train students who want to gain experience working in an engineering capacity in the department.

Every quarter students work as maintenance and operations technicians. They maintain and repair equipment comparable in quantity and

quality to that found in a commercial TV station.

Carmen Sciandra is one of those students. An NTID electromechanical technology graduate, Carmen grew up helping his father, who owns his own TV repair business. A native of Buffalo, N.Y., he attended Seneca Vocational High School and then came to NTID to get more advanced training. He's now working toward a bachelor of technology degree from RIT's School of Applied Science.

Carmen's face beams as he demonstrates how the closed circuit monitor allows him to talk via sign language with another deaf student working as a production assistant in subcontrol room A.

Pausing to push some buttons on the control panel, he explains how his cooperative work experiences in the TV department will eventually prepare him for a job with a commercial TV station.

It's a big responsibility, Carmen stresses, because, "I could be the first deaf person hired in such a position, so I'll have to do a good job."

He tells about the recent experience he and three other NTID students had on election night when they worked at a local TV station. They set up videotape equipment for the station's cameramen to use and ran the completed tapes from party headquarters back to the station.

"It was exciting for me to see how they work," he explained. The respect he and the other students commanded from the professionals at the station was evident that night. The students answered and asked questions, communicating with the technical jargon familiar to that industry.

Carmen has already made up his mind on the issue of captioning versus interpreting and is learning all he can about the captioning process being explored at NTID.

"It's very important for people to know what's happening—deaf people included! I think captioning is better. On some programs I can't read lips, and it's difficult to watch the interpreter. I also think captioning helps me to improve my language, and that will help me communicate better with hearing people," he says, firing his reasons at you in rapid succession.

For Carmen and other NTID students, the medium of television may enable them to make significant contributions to the quality of life for deaf persons in their community.

Larry Blout, Villa Park, Ill.. (photo below) helped cameramen at a local TV station during election night coverage, while Frank Romeo (far left photo) views videotape playback with two other students.





Carl Pohrte (left), director of Kane County's Data Processing Department, talks with employee Don Stoops, a computer programmer in his department, at the Chicago Regional Employment Seminar.

Educating Chicago Employers

The trick was to figure out what the garbled sounds coming from the tape recorder meant.

One man chewed on his pencil tip in concentration. Several women frowned, wrinkling their faces in frustration. Other persons sneaked furtive glances at their neighbors.

"What kind of game is this?" a bewildered gentleman muttered.

The game, unfortunately, is one played by many deaf people throughout their lives. The garbled noises on the tape represented the sounds different people with varying degrees of deafness hear when they go for a job interview. The questions heard on the tape were typical questions asked of applicants by personnel interviewers and supervisors.

The purpose was to allow some fifty employers, vocational rehabilitation representatives and personnel specialists from the Chicago area the experience of just one of the frustrations deaf people may face in their often vain attempts at finding employment.

This simulation of a deaf experience was part of the program presented to Chicago employers by NTID at its program "Taking a Look at the Employment of the Deaf," in October.

The program was co-sponsored by the Chicago Association of Commerce and Industry.

One of NTID's mandates as a federal program is to open new doors for employment of the deaf. Regional employment seminars, also held in Philadelphia and St. Louis recently, are one of the innovative ways NTID is pursuing to educate potential employers about the advantages of hiring deaf workers.

A large percentage of NTID's 730 average full-time students are from the Chicago area and will be encouraged to seek jobs in their home area after graduation. Approximately 30 students from the Chicago area are already working as computer programmers, printing technicians, engineers, accounting technicians, medical lab technicians, and social workers, for such companies as Bell & Howell, Inc., Union 76 Division of Union Oil Company of California, and Continental Bank.

After a slide presentation pointing out the capabilities of trained deaf persons, guests were introduced to two NTID graduates and their supervisors who candidly talked about their jobs.

Bill Mather of Schaumburg, Ill., works as a computer programmer for

Union 76 Division of Union Oil of California in Palatine, Ill. His supervisor, Ron Bruning, supervisor of Project Development, talked of Bill's ability to grasp concepts and of his mobility and initiative.

Don Stoops of St. Charles, Ill., works as a computer programmer for Kane County Government in Geneva, Ill. His supervisor, Carl Pohrte, director of the Data Processing Department, explained how Don has managed to learn new and complicated technical language, and Mr. Pohrte spoke of the subtle ways Don has been fully integrated into the daily workings of the department.

Both supervisors said that working with a deaf employee was different but stressed that the accommodation was minimal and the rewards of having a good productive employee were great.

As in the case of the Philadelphia seminar, the Chicago seminar will be followed by an extensive campaign of education and research. The purpose behind this process is to learn about job environments and employer expectations so that the risks to both the employer and the deaf worker can be minimized, according to Vic Maguran, director of NTID's Department of Career Opportunities.

Chicago's 'stars'

More than 30 NTID graduates are living and successfully working in the Chicago area. Here, and on the following pages, four of these alumni discuss their lives in the windy city.



Howard Mann

When Howard Mann was a student at NTID you would invariably find him in the middle of a group of students making plans for a party, judiciously settling a dispute, or gathering opinions on a new program.

Howard is one of those bright, capable people whose smile is infectious and who delights in working with people. While he has this affinity for people in general, he is particularly concerned with the welfare of the deaf and their ability to cope in a hearing world.

Howard reflects that his family is very supportive of him, "but many deaf people aren't as lucky as I and need someone who understands their position." This feeling led him to NTID and into the social work program offered through the College of General Studies. In 1974 he became one of the first deaf students to graduate with a bachelor's degree in social work.

Before graduation he was putting his training to work during the summer as a school aide for the Diagnostic and

Clinical Services of Low Incidence Handicapped for the Chicago Board of Education. His job included test scoring, recording summary data, tutoring hearing-impaired children in math and reading, and career counseling of hearing-impaired adolescents.

The work experience convinced him that social work was the right field for him. "I felt very strongly about wanting to do something to help other deaf people," he says.

Today he is working for a master's degree in social work at the University of Illinois at Chicago Circle and is also working part-time in the Center for Evaluation, Diagnosis and Research (CEDaR) at Whitney Young High School in Chicago.

Whitney Young is the first high school in Chicago to offer an integrated setting for hearing-impaired and hearing students. It draws its clientele from all over Chicago and hopes to provide a better education by coordinating health, communication and psycho-

social services in one school.

Howard is excited about his work with CEDaR because he can bring some of his experiences to his work. "In many ways NTID and Whitney Young are trying to accomplish similar things with integration," he says.

His major assignment is to participate in individual and group counseling of students under the supervision of Ruth Fangmeier, supervising social worker for the school. She and her staff do all of the counseling with students, their families and perform regular evaluations of students at Whitney Young.

When Howard walks out into the hall at Whitney he is immediately surrounded by students. Laughing and talking they grab at his sleeve for attention to share a story or problem with him. Howard smiles and tries to answer everyone at once. He's in the middle of things. "Being with people," he says above the crowd, "it's what I like to do best!"



Terry DeBoer (left) discusses an ad layout with his supervisor Brian Bemis of Williamsburg Press Inc., Addison, Ill.

Terry DeBoer

Terry DeBoer was the first deaf person that Brian Bemis, production manager at Williamsburg Press, Inc., Addison, Ill., had ever met, let alone tried to interview for a job.

"We had an open position, and Terry just walked in off the street for an interview. I really didn't have time to analyze how I felt," Brian explains.

But Brian was not the first employer that Terry had interviewed. Terry, a 1971 graduate with a bachelor's degree in printing management from RIT's College of Graphic Arts and Photography, had worked for several smaller printing firms before he tried for the position with Williamsburg.

"I was looking for something that would give me a chance to learn and do a variety of things. Up until Williamsburg, my job experience was limited."

Like a lot of people who had never come in contact with any of the nation's 13 million hearing-impaired individuals, Brian had certain mistaken ideas about deafness; many of which were corrected after he began working with Terry.

"Terry can read lips well, but I used to think he could understand everything I said just by watching me. Terry told me that only about 26 percent of what is said can actually be seen on the lips."

Williamsburg Press is a small commercial printing company. It specializes in direct mail pieces, catalogs and signs. Terry is one of three production people on the staff.

He says he likes the closeness he gets working on a one-to-one basis in a small shop. "I know they won't leave me alone in some corner here." He feels he's a more versatile employee than when he started two and one-half years ago.

"I've learned the importance of communication and how to ask questions. Before I came I knew a lot of theories, but now I have the experience to back me up." Terry said.

Terry works in many areas, but specializes in camera work, stripping and platemaking—jobs that require good technical knowledge and the ability to make constant decisions as to the quality of the piece being produced.

After work, Terry's a homebody. He and his wife Irene, another NTID graduate, recently bought a home in Bellwood so that two-year-old Mark would have a backyard to play in. Right now they are engrossed in fixing up their home. Terry bowls, likes all sports and enjoys get-togethers with friends.

Terry's ability to communicate well carried him through his initial interview with Brian. "There were several other, more experienced people up for the job, but I was impressed with his resume and grades from school. I decided to give him a chance because I figured any guy who'd worked that hard to get through school might turn out to be a good worker," Brian said, and he figured right.

What Terry was lacking in work experience, he made up in a willingness to work and a quick grasp of what had to be done.

"Terry is very adaptable; he caught on quickly. I think he could work anywhere now." Brian said.



Debbie Helwig

Debbie Helwig catches the commuter train into downtown Chicago each morning from her home in Park Ridge, Ill. As she makes her way to her office at the Continental Illinois National Bank and Trust Company in Chicago's financial district, her face reflects the motion surrounding her.

There's the noise of traffic, the roar of the Loop overhead, the drone of people on their way to work discussing the day's events; and even though she can't hear all of this activity, she's still caught up in the exciting vibrations of the city.

Debbie is a 1972 graduate of NTID. After graduation from Main East High School in DesPlaines, she worked at different jobs in the business field and took some courses at Northern Illinois University in DeKalb. "But I knew that without good training, I'd never get a job with some responsibility," Debbie explains.

When she found out that NTID was a new college for the deaf that offered programs in technical areas, she decided to enroll in the Business Technologies program.

"The program was new then, with emphasis on general business skills, but it gave me the background I needed to move into the area I'm in now—accounting," Debbie recalls.

Debbie began working for the bank in September, 1972. "It was my first job after graduating, and I know I made

the right choice. I like working for a large company. I know I can move within the bank to different areas if I ever become bored with what I'm doing now."

But Debbie finds her position as an accounting technician a challenge, and in her three years she has learned on the job and received job grade promotions and regular salary increases. Some of her job responsibilities include income and expense transactions, and calculating and generating reports on account analyses.

Recently she has gained more responsibility and taken on more accounts in international loans, where she is in charge of keeping accounts on interest and dealing with international certificates, according to her present supervisor, John Vrana, supervisor of Bank General Accounting.

Before John, her supervisor was Tom Graue, who handled most of her initial training and took a personal interest in helping her to grow, according to Debbie.

"Tom was concerned about making sure I understood everything about my job. He wanted to learn sign language and now is very good. He even interprets for me at group meetings, but I know I can't depend on him too much because if he leaves, then where would I be? I realize now how important speech skills are and appreciate some

of the speech therapists who worked with me at NTID."

Continental Bank has a strong affirmative action program and has earned awards in recognition of its ongoing interest in hiring, training and upgrading handicapped individuals. There are about 30 other deaf employees at the bank according to Debbie, who counts both deaf and hearing persons among her circle of friends.

"I like to be with hearing people because it helps my speech. It helps me know if my voice is good and if I'm improving. I have a good time bowling, going out and doing things with my hearing friends. It's fun, but with my deaf friends I have a deeper communication and understanding."

The excitement of city life is what she loves, but every so often she likes to get away from it all "to someplace far away and warm." Debbie's a traveler, a true cosmopolitan, at home in many different places. She travels to Florida every year with her family but last year she decided to strike out on her own. She visited Jamaica and had a terrific time.

"I met all these great people and soaked up the sun. This year it's going to be South America, I hope. Someday I'm going to travel all over the world!"

In June, 1973, Stan Polick, manager of Corporate Product Assurance at Bell & Howell in Lincolnwood, Ill., was



John Croke

faced with a unique decision.

A young man named John Croke wanted a job. He was very well qualified, having just received a bachelor of technology degree in mechanical engineering.

He also was deaf, and there were no other deaf employees at Bell & Howell at the time.

"It wasn't really a difficult decision for me. As with any potential employee, I look to the fit of the person to the job, and John fit very well," Polick says.

John intently watches Polick's face as he talks about him and then smiles. Except for complicated instructions during which they exchange notes, John gets most of his information on a one-to-one basis with his co-workers. He is a tall, handsome young man with a deep resonant voice and the ability to articulate his thoughts well.

John went to school with hearing people most of his life. He is the only deaf person in his family. After graduation from Shorewood High School in Shorewood, Wisc., he attended the University of Wisconsin in Milwaukee for two and one-half years where he studied mechanical engineering.

"It was a very frustrating experience. There were no support services for the deaf there. It was very rough going at times," he remembers.

Then John was told of a new technical college for the deaf, NTID.

"My education was important to me. I knew I couldn't get anywhere without

a good education. Without NTID I wouldn't have gotten the job here. In the mechanical engineering technology program I took courses in quality control, statistics and methods analysis. I didn't realize their value until I began working," John explains.

John was hired as a test engineer in June, 1973, one week after he graduated. His work consisted of reliability and performance testing of new product designs and the electronic and electromechanical components used in those products.

In mid-1974 there was a shift in organization, and John became more involved in quality control as a member of the Corporate Quality Assurance Department. He now works with and supports efforts of various Bell & Howell divisions in maintaining high quality with economic methods.

John gathers and analyzes a variety of data on quality levels and quality-related costs. He also performs audits on products and services.

He likes working for Bell & Howell because. "It's a large company with good employee benefits, and I get a chance to work with people in different areas."

He's taken advantage of the company correspondence school, DeVry Institute of Schools, where he recently completed an electronics course. After completing it he was able to build some equipment on which he tested the electronic aspects of other equipment.

Polick, a thoughtful and soft-spoken

person, reflects for a moment on how his experience working with John has developed his viewpoint on deafness.

"I feel we, as employers, have a lot of misconceptions to overcome. The other handicaps are more visible, and there seems to be a lot of misinformation about deafness which may make it difficult to form an unbiased opinion on a deaf person as a potential employee. John may be exceptional, but he is probably one of the best adjusted people I know. Based on my experience with John, I would certainly consider hiring another qualified deaf person."

John commutes to work every day from DesPlaines, Ill. He and his wife JoAnn share chores around their apartment and enjoy visiting with friends. They are staunch supporters of the NTID Illinois Alumni Club and hope to see it grow in numbers and influence.

Even though there are some 700,000 hearing-impaired individuals in Illinois, there are few public, cultural and social services for the deaf in Chicago.

"I'd like to work with the club to get services expanded. More in-depth news, weather, informational and entertainment programs interpreted or captioned for the deaf are needed," John explains. "For example, how do I know if it's going to rain or snow tomorrow or what's happening in the world. There's a large deaf audience who need such services," he says.



Student Volunteer Service Program

Each Thursday Kathy Dollinger enters a world of coloring books, sand paintings, and construction-paper puppets.

On Fridays, Larry Kajen sets off to tutor multiply-handicapped deaf and blind children and adults, while Edward Kelly busily plans activities for eight-year-old Michael as part of his "Big Brother" commitment.

All of these students serve as community volunteers for NTID's Student Volunteer Service Program (SVSP). The program, which began in 1970, focuses on providing a service/learning environment to enhance the students' personal, social and communication skills.

Helen McCabe, coordinator of the SVSP, places about 15 students in the community each academic quarter. Many more have expressed an interest in the program and are waiting to be placed. Because special care is taken for each individual placement it becomes a time-consuming process.

"To place one deaf student takes about eight hours of interviews, phone calls, and discussions between the agency, the volunteer, and myself. The volunteer is placed in a situation commensurate with his or her interests, skills, and ability to contribute to that particular situation," claims Helen.

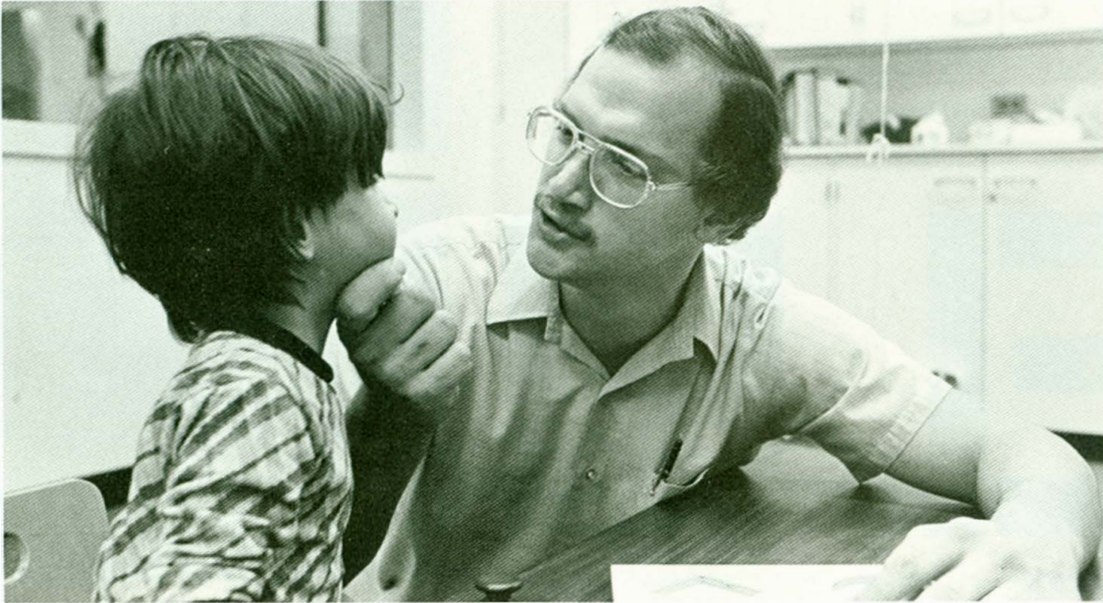
In order to educate the community as to how volunteers can be of value to them, Helen also actively recruits participating agencies by speaking to local groups and national organizations like the Lions Clubs.

Kathy Dollinger's (Spencerport, N.Y.) placement involves working with pre-school children at the Horton Day Care Center on the RIT campus. "She is the first volunteer, deaf or hearing, we've ever had who has lasted this long!" smiles Gerta Dymza, head of the program. "At first, Kathy was concerned about her soft voice, but we found it wasn't a problem because she demonstrates as well as explains what she wants the children to do,"

explains Gerta.

Kathy became interested in volunteering her time through a suggestion by her career counselor, because she couldn't decide upon a major. Her volunteer experience has helped her to make this decision. "I enjoy working with the children so much that I know I want to work with young deaf children in a teaching capacity," she said.

Larry Kajen (Saugus, Mass.), a photography student, devotes his volunteer time teaching at the Monroe Developmental Center (MDC), Rochester, N.Y. He is involved in teaching sign language and English to a multiply-handicapped deaf Puerto Rican man, and he teaches braille to a deaf-blind man. "Both men admire Larry. He has gained their trust, their confidence, and serves as a role model for them because he is deaf. This is something we, as teachers, cannot provide for them at the Center," said Penny Barnes, who teaches at the



Student volunteers on the job: Larry Kajen (left photo) works with three-year-old blind child. Ed Kelly (photos below) helps young Mike play football and enjoy a new pup.



Adult Deaf-Blind program at MDC.

In the morning Larry works with a three-year-old multiply-handicapped deaf child. In addition he's teaching some of the staff members sign language.

"Larry has even made us change some of our teaching strategies. We've slowed down our signing because Larry said our deaf clients couldn't communicate at such a fast pace," Penny went on to say.

Larry feels that the program has given him an outlet for helping people. "People have been helping me all my life, now it's my turn to help someone else."

Ed Kelly (Darien, Wisc.), a social work major, has three more years

before he graduates, and he wants to work with Mike until he leaves.

Mike is deaf and has been identified as a student who needs special considerations in learning and social enrichment. So, as his "Big Brother," Ed plans trips to the zoo, football games, and campus outings with him. "I want Mike to meet all of the people I know and do a variety of different things with them. He is a bright boy; all he needs is someone to encourage him to communicate with people. Perhaps someday he will help others in the same way I am," projects Ed.

Two other areas of the Student Volunteer Service Program are Workshops on Deafness and Free University. The workshops involve

groups of NTID students who speak to interested community and school organizations about deafness. Free University is a student-run organization that teaches manual communication skills to interested campus and community members. About 20 students are actively teaching in the program, and they have about 300 participants.

"The program has helped to make the students more aware of their civic and social responsibilities, increased their self-awareness, and because of their commitment, has made them become more resourceful and independent," concluded Helen.

HELP!

It was late afternoon; the owners of the house were away on vacation. Their daughter Kathy was staying alone.

Returning from work, Kathy fumbled for the keys to the front door and then stopped. The door was ajar. Somewhat fearfully she opened the door to find the house in a shambles. Her eyes darted from the tipped chairs and torn sofa cushions to the mass of books and papers knocked from shelves and pulled from drawers.

Frantic, Kathy ran to the neighbors for help. Minutes later the police arrived to investigate the break-in.

Up until this time, the incident reads like any other story depicting the circumstances surrounding a burglary. The difference in this case is that the victim is deaf. How does the police investigator proceed with solving the case and calming the frightened victim if he has had no prior training about communicating with the deaf?

No doubt, legal problems similar to this one arise daily for the more than 13 million hearing-impaired people within the United States.

One of the best known cases involving the police and a deaf person was described in Ernest Tidyman's true story entitled *Dummy*. Lowell Myers, the deaf lawyer who defended the deaf man in the story, was instrumental in forcing an educational program for Chicago-area policemen about the legal rights of deaf people. Myers states, "There was no other solution that I could think of. Education of the policemen seemed to be the only answer."

To meet this growing concern of the deaf population, NTID is developing a program/workshop which will begin to give local and state law enforcement personnel an awareness of the specialized problems of deafness. The pilot program will point out that very often the deaf need interpreting

services, complete explanation of legal rights and procedures relative to arrest and interrogation, and assistance in court situations.

"Deaf persons, likewise, have a need to develop leadership skills in the dissemination of information to legal authorities regarding deafness," commented Margaret Roney, NTID developmental education specialist and coordinator of the in-service training program for police officials. Cooperation in the establishment of this program is also being given by Patrick McCarthy of RIT's Protective Services Department.

A major aspect of the program/workshop is a videotape enactment of three scenes, including the one described in the introduction, representing encounters between police and people who have varying degrees of hearing loss and speech intelligibility.

Local police officials were enthusiastic participants in the taping. Sergeant William Hellenschmidt, Trooper Robert Faugh, and Trooper Walter Linden, of the New York State Police located in Henrietta, volunteered their services and off-duty hours to insure the use of appropriate police procedures.

Sgt. Hellenschmidt feels there is a definite need for this program, particularly because of the large deaf population in Rochester. "Better communication skills and a deaf awareness on the part of police officials will be beneficial to us in upholding the rights of the people we serve," said Hellenschmidt.

He and three other officers are taking sign language at NTID. Sgt. Hellenschmidt is also being tutored by Cathy Oshrain (Valley Stream, N.Y.), a member of the NTID Student Volunteer Service Program.

Aside from the robbery scene



Local law enforcement officials encounter communication problems with the deaf, on the road, while investigating a robbery, and in a local tavern, as depicted in the videotaping.



previously described, the videotape portion of the program concerns itself with two other law enforcement situations. The second incident involves a deaf citizen, played by Gary Etkie (Dearborn, Mich.), who isn't aware of a police siren because of his hearing loss and the fact that his vision is blocked by trees. He drives his car down a road which intersects with the path of the police car driven by State Trooper Robert Faugh. A collision occurs, and the police car is disabled. The trooper uses gestures and writes notes to make himself understood by the driver.

The third scene involves an argument between a deaf and hearing person in a local tavern. A fight breaks out when a hearing man begins to harass the deaf man's girl friend (Madeline Olio, South Burlington, Vt.), and two officers respond to a call for assistance. The deaf person is Robert Audette, (Warren, Mich.). The officers investigate the reasons for the argument and must determine how to handle the situation. They are aided in communication by an interpreter (Paul Atkinson, Rochester, N.Y.) who is in the tavern at the time of the disagreement.

"Such adventuresome TV prototyping will serve our society well in distributing social awareness of the deaf," commented Frank Argento, executive producer of the videotape component of the workshop, and director of the Division of Curriculum Development and Evaluation.

The second part of the proposed program/workshop, after seeing the videotapes, will be a discussion of materials that will be developed to broaden police understanding of deafness. These will include a list of clues that could indicate deafness, an explanation of basic communication helps such as writing messages, making gestures, and using an

interpreter or basic sign language and fingerspelling skills.

Other basic understandings about deafness that the police will learn are: deaf persons have excellent driving records throughout the country and often have fewer moving violations than hearing motorists; handwriting and speech skills are not an indication or reflection of intelligence and that often the deaf write incomplete sentences due to the fact that they deal more in concepts than in vocabulary; flashlights may hinder communication by blinding the deaf person so that an officer cannot be lipread; deaf persons may need to have a hearing person make phone calls for them.

Part three of the program is a workshop conducted by NTID students and a staff member to teach some basic sign and fingerspelling skills. This part of the program will help increase the police comfort level when dealing with the deaf, give the police a chance to ask questions about the prior information, and provide leadership opportunities for NTID students.

In addition to the workshop, awareness of the deaf population has manifested itself in New York. The New York State Police have recently initiated a system in which deaf persons will be able to use a teletype machine to summon emergency aid.

Under the system, a deaf person with the proper equipment will be able to call a state police number, place his telephone receiver on a special device and type a message to State Police headquarters in Albany. The message will then be transmitted to the nearest State Police troop and help will be dispatched.

The system will serve all parts of the state except New York City, Rochester, and Nassau County who already provide this service.

Getting Involved



Krakower

Ask a deaf student in the College of Science what the Lap Dissolve Projection technique is, and chances are he won't know; but because of this technique, this same student is probably learning concepts in his chemistry class a lot faster and easier.

The technique was developed by Dr. Earl Krakower, associate professor in the College, and utilizes 35mm slides and the special lap dissolve projection unit to build animation effects. By using animation, chemical reactions can be seen by students before they have to reproduce the same reaction in the lab.

"My experience has been lecturing to 100-270 freshman students. It was frustrating for me to see the chemistry courses being reduced to problem-solving while many students weren't grasping the concepts behind the formulas," Krakower explains.

Use of the technique seems to be working according to student evaluations and their reactions to the class presentations, Krakower says. The visuals are being prepared by students, and while they aren't "slick," he says, they're doing the job they were intended to—to make chemistry more appealing and understandable.

The technique wasn't designed with deaf students in mind, Krakower explains, "but we've discovered that with some modification the deaf students can get tremendous benefits from the modules."

Currently some 20 programs have been prepared utilizing a script taken from the audio tape. Deaf students can check out the program and follow along with the script. The slide-tape projector visualizes the theory and shows techniques to be used as well as the final product. The next step will be to get the programs captioned. Both

deaf and hearing students can use the programs in the Science Learning Center for review and self-paced instruction and can get visual reinforcement because the same slides used in class lectures are used in the audio-visual modules.

"You have to demonstrate concepts to make them meaningful. What we're trying to get away from is students using a pat formula and not really understanding or visualizing the concepts behind the formula," he says.

Some of the modules are being prepared for use during the next summer vestibule program for deaf students sampling the science programs, according to Krakower.

Dr. Krakower would like to see more deaf students get involved in preparing the slides and has worked closely with the educational support team in the college.

"Dr. Krakower has been actively involved in the work of the NTID Science Support Team and instrumental in establishing the integrated Science Learning Center," according to Dr. Edward Cain, chairperson of the NTID Science Support Team.

"I'm always impressed by Dr. Cain and the other people on the team. Their patience and counseling work with the students have been instrumental in developing a group of motivated, successful students in the college," Krakower says.

He's also looking forward to working with NTID in the area of researching the effects of the lap dissolve projection technique on the students and looking at how the deaf students utilize the modules. He will present a program on the lap dissolve projection technique at NTID's Mini-Convention to be held in February.

When NTID students first arrived on the RIT campus in 1968, the student body was typically male-dominated and hearing.

Eight years later, the student body is still male-dominated (although women are becoming more visible), but is no longer specifically hearing.

The number of deaf students on campus is increasing steadily.

More RIT professors who have never had contact with deaf students are feeling their presence in classes. They are becoming more aware of NTID educational support teams in their colleges and of notetakers and interpreters in their classes. They are becoming more involved in teaching deaf students and learning to know them as individuals.



Padgham

Ron Padgham, assistant professor in the College of Fine and Applied Arts (CFAA), says his experience with members of the NTID educational support team in the College and his contact with deaf students has enriched his career at RIT.

"The students I dealt with usually had good speech, and I had no problem communicating with them. I particularly remember a student who used to talk with me quite a bit about her feelings and experiences about being deaf. I was, and am, very curious about these students and have had many enlightening conversations," he says.

In particular it has made Padgham aware of the ambiguities of language and the necessity of dealing with students on a more human, individual level. In reviewing exams with deaf students, he recalls, "I found questions that were not clear and began to think that maybe the hearing students were having the same comprehension problems. One time I realized I couldn't define the concept 'allegory'. It makes you realize how much we assume about understanding concepts.

"By having to sit down and explain concepts to deaf students, it forces me to clarify my own ideas and goals. I always leave those sessions feeling that I've really been teaching."

Padgham teaches art history, a required course in the college, and also is chairman of the Foundation Program Department, a department which governs the basic courses every art student must complete. He has five deaf students in a class of 172 hearing students and considers art history especially difficult for a deaf person.

"The approach to the class is visual, but it also means that the deaf students must look at slides, watch an interpreter and try to read my lips at the same

time. I'm always amazed that they can handle it."

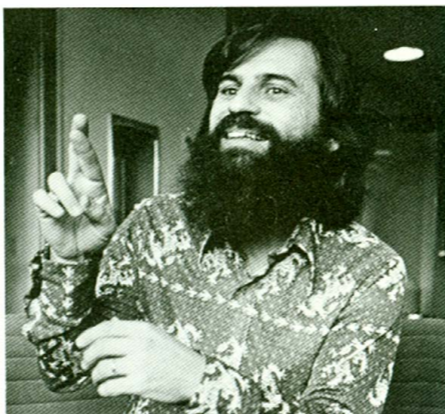
The course is not designed to be rote memorization, according to Padgham. He is trying to bring each student to a point of self-awareness about how he learns, what he wants from the course and himself, and why he is an artist.

He says that deaf students have affected his teaching style by forcing him to become more precise in using language and visuals, but also says he has been enriched by working with members of the educational support team in CFAA.

"From the beginning, the support team has been an asset for the program. They have never been threatening; they've never told us we must change or do this or that specific thing. They have only been there to help, and I feel they've earned the respect of the faculty for that reason and also because they are professionals," he says.

Padgham feels that as an institution, RIT is unique because of its emphasis on teaching quality. The best teacher is the one who is aware of what's going on in the classroom and is actively seeking new ways to present his material, he states.

"I think the research NTID is doing about the teaching-learning process and learning problems is going to be invaluable to RIT. Working with the deaf students made me realize how exciting teaching can be. That's why I'm getting my Ph.D. in education and not art history," he concludes.



Marchand

In undergraduate school, Richard Marchand wanted to become the world's greatest orthodontist even though his hobby was reading psychology books.

After realizing that teeth don't have as much appeal for him as the personality which smiles through them, his avocation became his career goal.

A counselor at Rochester Institute of Technology's (RIT) Counseling Center, Dr. Marchand has been a member of the RIT community for a little over one year. He and seven other full-time counselors serve the personal counseling needs of the deaf and hearing population at RIT. In addition, career and communication counseling services are provided for the deaf student by NTID.

Although Dr. Marchand did have some contact with blind and other physically handicapped people at Florida State University (Tallahassee), where he received his Ph.D. degree in counseling, NTID was his first encounter with the deaf.

Not long after he took up his position

in the Counseling Center, Marchand realized that he needed better communication skills before he could effectively help his deaf clients without the aid of an interpreter. With the cooperation of his supervisors, he entered the eight-week professional internship program offered by NTID to facilitate his counseling efforts with the deaf population on campus.

As a member of NTID's New Staff Training (NEST) experience, he refined his basic communication skills, received an overview of NTID and how it functions, and had the opportunity to meet deaf students and staff on a personal and professional level.

"The experience allowed me to become fully immersed into a program which gave me new insights into working with the deaf. It also enhanced my expressive communication ability when speaking with hearing people," said Marchand.

Besides individual therapy and counseling, other areas where he can use his recent training are group therapy, marriage and family counseling, RA (Resident Advisor) training sessions, and research. He is currently involved in a special research project which analyzes the level of sophistication between deaf and hearing students' perceptions of who a counselor is and how he/she can help you.

Marchand, a native of Manchester, New Hampshire, received his B.A. degree from St. Anselm's College, Manchester, and his M.Ed. degree from the University of New Hampshire, Durham.

His decision to come to RIT was the result of his search for "new horizons," and his desire to "get more action professionally" from his job.



Returning to the Wilderness

Learning to trust others, learning to work together, and developing a strong self-concept—this is the educational philosophy behind NTID's pilot course in Outdoor Education.

A vehicle for personal growth, Outdoor Education utilizes the concept of experiential education—learning by doing. The course is based upon a modification of the world-renowned "Outward Bound" school, which uses challenges found in a natural setting as its teaching medium.

Peace Corps veteran and coordinator of the course is Kent Winchester, an assistant professor at NTID. Kent designed the course as a result of a survey given to entering students which indicated that 60 percent of them wanted to learn camping and mountain climbing skills. The course meets this need and provides a unique means of developing good personal and social skills.

"We wanted to stress the importance of leadership and followership experiences. You don't have to be a born leader; it is a skill which you can learn. We also wanted the students to

be able to talk about their individual strengths and weaknesses after each activity was completed. In addition, we taught them some basic outdoor skills and that they should accept responsibility for preserving their environment."

The seven students who participated in the pilot program were William Jennings (Warminster, Pa.), Colleen Daviton (San Leandro, Calif.), Francis (Ricky) Carlo (Maplewood, N.J.), Jonathan Dow (Boca Raton, Fla.), Thomas Koneck (Omaha, Neb.), Diane Sikorski (Hatfield, Pa.), and Diane Graziani (Clifton Heights, Pa.).

Each student was required to supply food, transportation, and equipment. Special equipment was borrowed from RIT's ROTC program, the local VISTA chapter, and a boy scout camp in the area. Because of the nature of the program and the types of skills they were to learn, the students were asked to commit themselves to attending each weekend class, or they would not be allowed to participate.

The instructors who made the course possible by volunteering their personal

time and expertise were Robert Gaesser, a former instructor of the Australian Outward Bound School, William Yust, a former NTID counselor, Peggy Quinsland, an NTID manual communications instructor, and Larry Quinsland, a science instructor at NTID.

Wild Winds Organic Farms and Camp Cutler, a 1300-acre Boy Scout camp, both near Naples, N.Y., were the two locations used for the six weekends of preparation and learning which culminated with a two-day camping trip. The director of Camp Cutler, Mr. Richard Stahl, helped to teach the group orienteering skills, which involve the correct use of the compass and how to read a map. Other training included discussions and demonstrations of proper clothing for a hike, the need for correct footwear, first aid skills, how to build a rope bridge, tie knots, prepare a backpack, select a campsite and cook meals.

Bill Jennings was one of the students who liked the idea of returning to the wilderness to face its challenges and to enjoy its peacefulness. "I felt relaxed. Some of the situations we got into in

the wilderness would have caused me to want to strangle half of the class. But out there, I took it in stride. I got to know the other kids, and we developed a special kind of camaraderie. I discovered that I was as dependent on them as they were on me, and that meant working together for everyone's benefit."

Colleen Daviton spoke of how difficult it was for her to be a follower. "Unless the leader asked for help, I had to learn to keep quiet and go along with the others—having two leaders is

just asking for trouble," she recalls.

Asked if all pulled their own weight, Colleen replied emphatically, "You bet! All the jobs were shared. There were no male or female chauvinists on those trips."

A student criticism of the course was that they didn't learn enough survival skills because of the time limit involved. So this winter, plans are being made to teach the course to other students by using some of the more experienced members of the first class. Future plans include giving the advanced students

more difficult survival tasks and preparing them for a solo excursion with the help of Jonona Young, an NTID science instructor and certified Adirondack Mountain guide.

"Organizing the course was a lot of work, but we learned as much as the students did about working together. When all the bugs are worked out, I can see Outdoor Education as a useful way to bring hearing and deaf students, as well as faculty and staff together," Winchester projects.



Jonathan Dow (top left photo) ponders over answers to a first aid quiz, while instructor Bob Gaesser (above) pauses to check the terrain.

staff feature



Shirley, Shirley

When Shirley Allen was a young musician, she had dreams of becoming a night club entertainer or a teacher of music.

But in her final year at Jarvis Christian College, Hawkins, Texas, she contracted typhoid fever a few months before the end of school. In a life or death situation, the doctors treated her with a drug called streptomycin which left her deaf.

She was 20 years old then. "I wanted to hear so badly it hurt," she remembers, but she tried to take the hearing loss in stride. "I'm probably better off than a lot of people," she told herself.

Well-intentioned advice from friends ranged from "believe in God and your hearing will come back," to "if you ride in an airplane, the altitude will help your hearing return."

"I decided to take that last bit of advice and took an airplane ride to Washington, D.C., where I enrolled in Gallaudet College. My hearing didn't come back, but I did start on the road to coping with my loss," she recalls.

At Gallaudet, Shirley received her B.S. degree in English. In 1968, after a variety of jobs as a postal clerk, office worker at the Peace Corps, and technical writer for the Internal Revenue Service, she got a job as an English teacher and residence hall supervisor at Gallaudet. During her five years there, she also received her M.A. in Guidance and Counseling from Howard University in Washington, D.C. Then in 1973, Shirley started working as a Development Education Specialist at NTID.

Here she teaches, helps develop curriculum which deals with the social and cultural development of students, and still keeps in touch with her love of music by coordinating songfest programs for faculty, staff, and students.

With a "Look out world, here comes Shirley" approach to life, she has become an entertainer in her own right. At social gatherings she often finds herself as the center of attention. When coaxed Shirley will take a seat at the piano, but generally she does this only for close friends.

Single, Shirley spends much of her free time visiting friends around the country. "I've got this thing for airplanes," she jokes, "but I'm scared to death of heights."

Other spare time activities include an addiction to paperback books, movies, television, and dancing.

"I want to take an active part in life; I won't settle for anything less," she insists.



North to Alaska

How does it feel to find yourself among people speaking a strange dialect, in places with names like Unalakleet, Old Woman Cabin, Tanana or Coopers Landing?

How does it feel to be one of a handful of men charting an unsurveyed wilderness?

How does it feel? Ask NTID's Gary Behm, who spent last summer experiencing all those things as he traveled the territory surrounding Anchorage, Alaska, for the Bureau of Land Management.

"I had lived with my family in Mt. Morris, Mich., and gone to a school for the deaf all my life before NTID. I wanted to find out if I could make it in the hearing world. I wanted to see new and different things," Gary, an electromechanical technology major, says.

And so he did. He contacted NTID employment specialist Tony Finks with a plan to work in one of the national parks. Tony gave him some leads, and Gary handled it from there.

A position listed in Anchorage, Alaska, with the Bureau of Land Management (BLM), an offshoot of the U.S. Department of the Interior, caught his eye, and he wrote for a job. Al Patterson, the personnel representative for BLM in Anchorage, had been a vocational rehabilitation counselor for 10 years prior to joining the BLM and felt strongly about giving deaf people a chance to prove themselves.

"I had been involved in placing NTID graduate Charles Tasselli as a cartographer here. Charles has been doing a good job and has had no problem adapting to life in Alaska. I decided to give Gary the job," Patterson said.

Since Charles Tasselli had recently bought a mobile home to combat the high rents in Anchorage, he offered Gary a ready-made home and a new friend when he got off the plane.

Gary initiated his first job himself, by offering to build badly needed shelves and cabinets to house electronic equipment in the communication repair shop, and he later outfitted a mobile van with similar furniture for an on-the-road repair unit.

Gary was acclaimed by his supervisor, Mike "Sparky" Terry, for his ability to pick up new concepts in seasonal maintenance and support of electronic distance measuring and communications equipment.

Thousands of acres of land in Alaska are still unsurveyed and the government estimates it will take until the year 2000 to complete the job. In the mountains, terrain surveying is difficult, and the use of communications equipment is vital.

"Surveyors use walkie-talkies to communicate with," Gary explains, and during the summer he and a small crew traveled to remote sites in Alaska and installed 40 relay antennas on high elevations so the range of the

communications equipment would be improved.

The crew traveled by helicopter, and in very remote sites when even the helicopters couldn't land, Gary and the crew had to chain saw and hand chop their way through miles of timberland.

The experience wasn't all work, though. He and Charles went fishing and back-packing almost every weekend. Brook trout and pink salmon were the catch at Unalakleet. He saw icebergs and glaciers at Portage; and at Birches, the burning sun ran the temperature up into the 90's. And when he returned home, he brought to his family a 120 lb. package of well-iced salmon so they could share in his taste of Alaska.

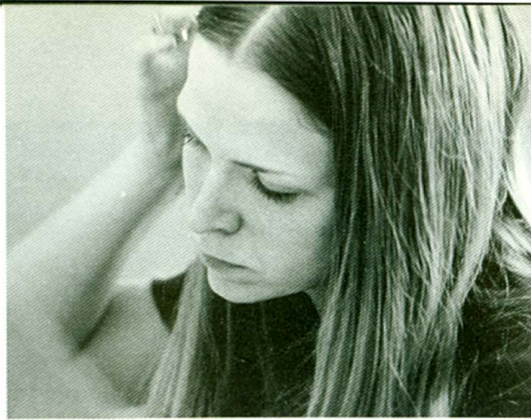
What did he learn from his experience? Many things, he says.

"I became a jack-of-all trades around the camp, so I proved to myself that I could handle myself in many situations. I met people, from natives to city people I'd never met before, and saw the different ways people live in poor fishing camps and native villages. I was accepted as an individual and I decided that the whole world is open to me even though I'm deaf.

"Next year I may go back there again for the summer, or I may try new places, or try to get work on an ocean liner, or on a ranch, . . ."

For Gary Behm, the possibilities are endless.

The facts



Parents, educators and counselors often ask about the characteristics of entering NTID students so that they can help high school students make an informed career choice.

The following data were collected by the NTID Admissions Office about the 258 students who entered NTID in the Fall of 1975:

Number of females (38 percent)	99
Number of males (62 percent)	159
Average age at entry	19
Number married	5
Number with two deaf parents	32
Number with one deaf parent	11
Number from residential schools (61 percent)	157
Number from day school programs (39 percent)	101
Transfer students with previous postsecondary experience	45
Average hearing loss in left ear	92dB
Average hearing loss in right ear	93dB

As part of the educational experience, all entering students participate in a career exploration program called the Vestibule Program. During this time students receive an orientation to college life, self-governance, and academic programs.

Of the 239 students who participated in the Summer Vestibule Program (19 more students entered in the Fall and did not participate in Summer Vestibule since they were transfer or returning students who did not need the summer experience), 55 indicated no specific career choice prior to their arrival on campus. By the completion of the program, 98 percent of those 55 had decided on a career choice.

Of the 184 students who had indicated a specific career choice, only 30.5 percent kept one of the career majors which they had previously chosen.

The majority of changes in career directions come after students have experienced intensive sampling of one or more programs. This Fall marked the first time that the Vestibule Program

was extended to cope with student career changes once the fall quarter started.

Students who returned to the 'undecided state' after the fall quarter began were given the opportunity to continue their sampling by enrolling in an individualized career decision-making program. This program, under the supervision of James Kersting, an NTID career counselor, helps them to design a plan which will lead to a satisfactory career decision. The students enroll in communication, English and math courses, depending on interest and need. They also enroll in or audit one or two courses in technical areas of their choice.

NTID also stresses communication improvement in deaf students, particularly as it relates to employment. The summer program enables the Institute to conduct major testing in speech, hearing, language, speech-reading and manual communication in order to develop individualized programs for students.

When students first enter NTID, a battery of performance tests is administered to assess their general receptive and expressive communication skill levels. The test battery is referred to as the Communication Profile and consists of nine instruments for evaluating the following communication skills:

1. Speech (Hearing) Discrimination—How well can the student listen to and understand the speech of others?
2. Speechreading Without Sound—How well can the student receive speech information through observation of facial and lip gestures?
3. Speechreading With Sound—How well can the student receive speech information when he listens and reads lips and facial gestures simultaneously?
4. Manual Reception—How well can the student receive information through signs and fingerspelling?
5. Simultaneous Reception—How well can the student receive information through the combination of signs and fingerspelling, lipreading and listening simultaneously?

6. Reading Comprehension—How well can the student read and understand the printed message?

7. Speech Intelligibility—How well can the student's speech be understood by the general public?

8. Writing Intelligibility—How well can the student's written message be understood by the general public?

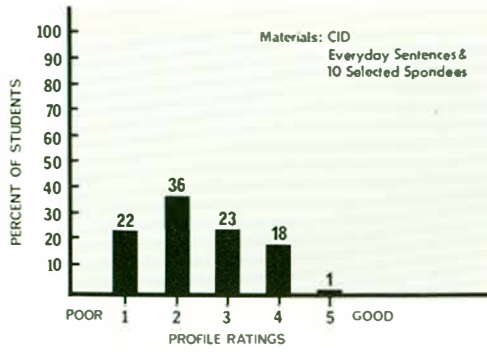
9. Non-Verbal Kinetic Intelligibility—How well can the student make himself understood through facial and body gestures only?

A five-point rating scale is used to rank each student for the nine communication parameters contained within the Communication Profile. In each case, a rating of 5 is the best score obtainable, and a rating of 1 is the lowest. The student's skill levels can be functionally described in the following manner:

- 5—Under optimum conditions, the complete content of the message is received or expressed with no difficulty.
- 4—Under optimum conditions, most, but not all, of the content of the message is received or expressed with little difficulty.
- 3—Under optimum conditions, with great difficulty, only about half of the message is received or expressed appropriately.
- 2—Under optimum conditions, only an occasional word or phrase is understood or expressed appropriately. Essentially, no communication occurs.
- 1—Under optimum conditions, the content of the message is neither received nor understood. No communication takes place.

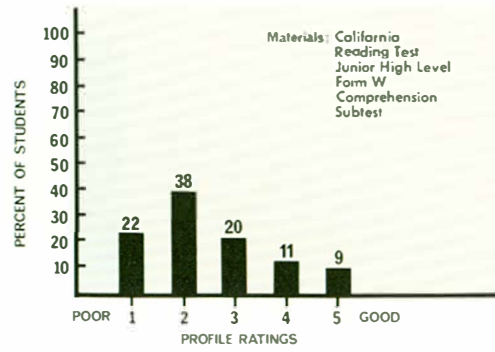
The Communication Profile has been utilized at NTID over the past four years and has been found to be helpful not only for studying individual student skill levels, but for demonstrating population trends. The figures which are illustrated [on the following page] were derived from students entering NTID during the Summer Session, 1975, and serve to point out the communication strengths and weaknesses of this population. The data contained in these figures have remained essentially stable since 1971.

HEARING DISCRIMINATION



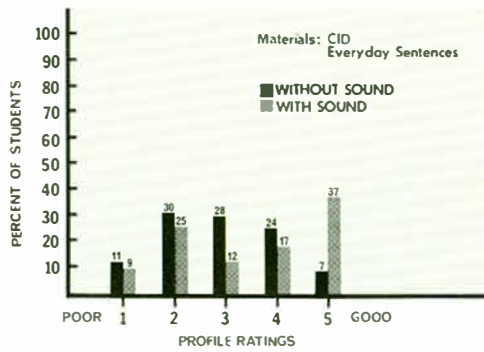
Summary of results on tests of Hearing Discrimination for NTID students entering Summer, 1975 (N = 245)

READING COMPREHENSION



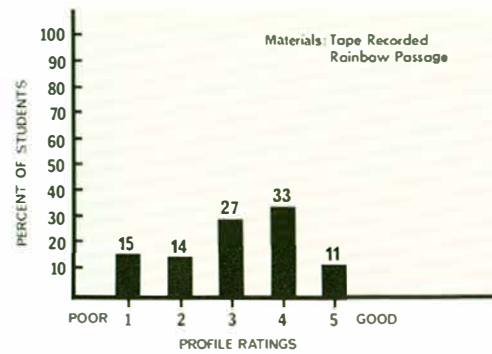
Summary of results of a test of Reading Comprehension for NTID students entering Summer, 1975 (N = 245)

SPEECHREADING



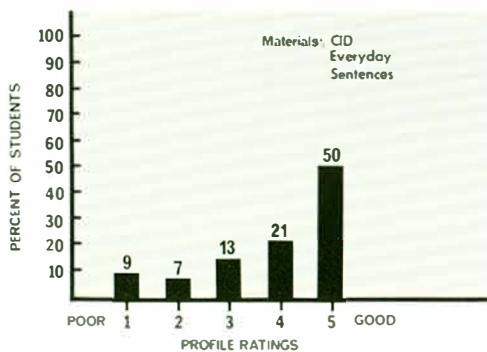
Summary of results of tests of Speechreading Ability (administered with and without sound) for NTID students entering Summer, 1975 (N = 243)

SPEECH INTELLIGIBILITY



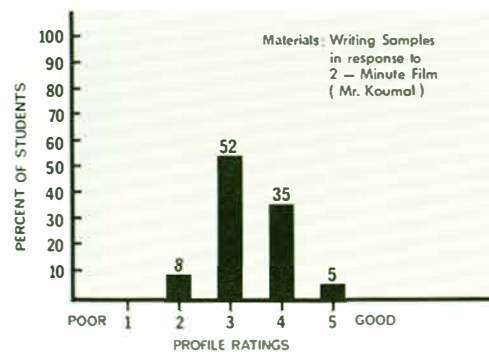
Summary of results of a test of Speech Intelligibility for NTID students entering Summer, 1975 (N = 245)

MANUAL RECEPTION



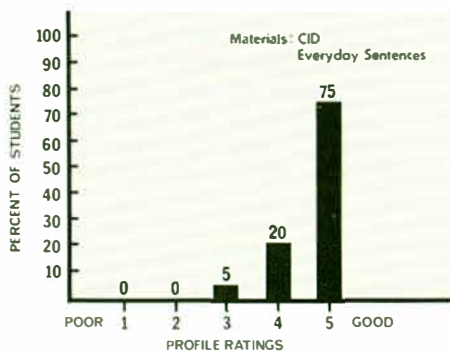
Summary of results on a test of Manual Receptive Ability for NTID students entering Summer, 1975 (N = 245)

WRITING INTELLIGIBILITY



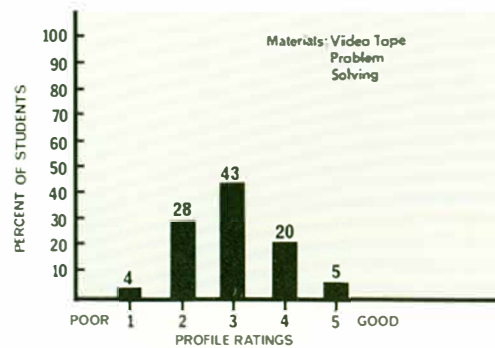
Summary of results of a test of Writing Intelligibility for NTID students entering Summer, 1975 (N = 245)

SIMULTANEOUS RECEPTION



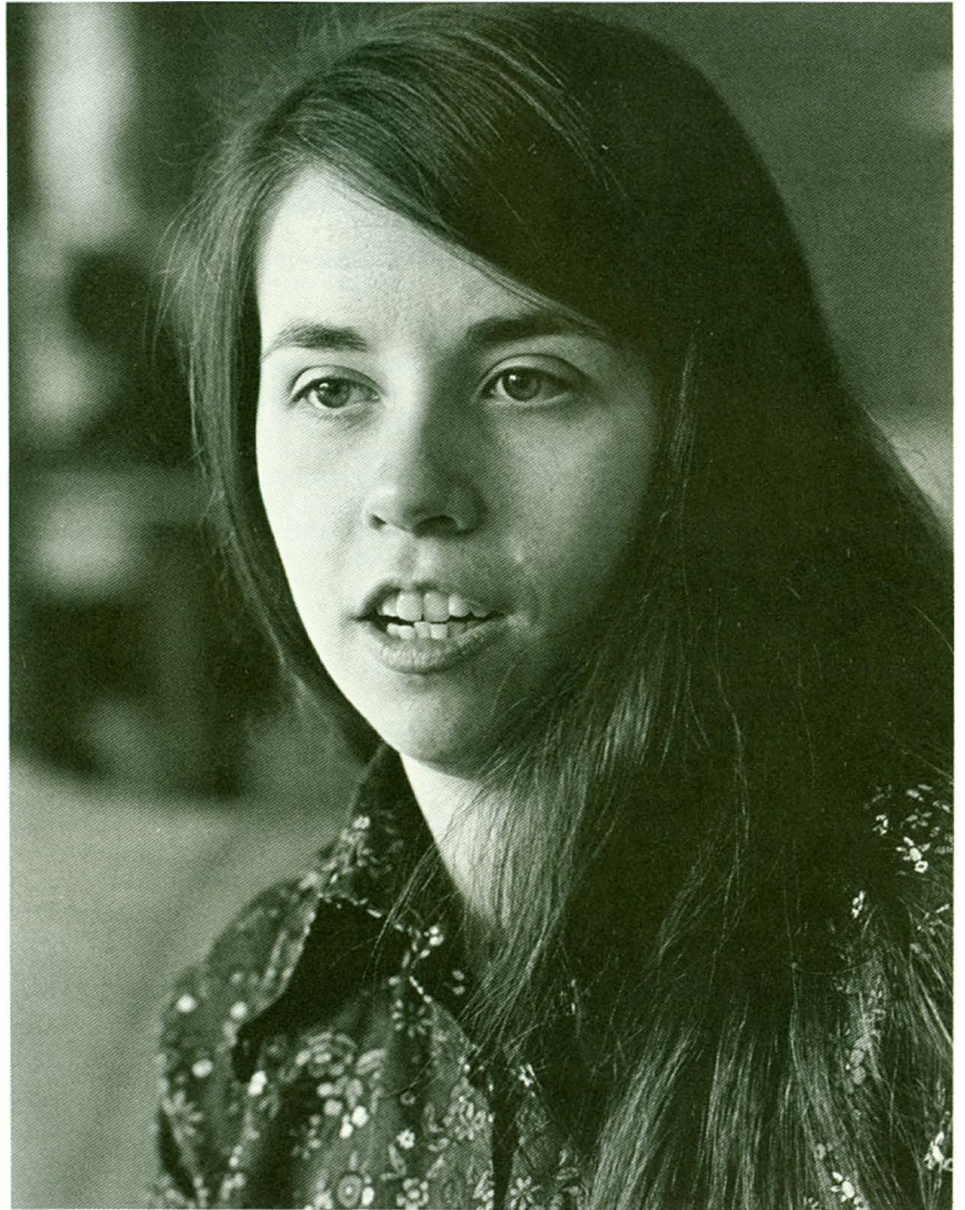
Summary of results on a test of Simultaneous Receptive Ability for NTID students entering Summer, 1975 (N = 245)

NON-VERBAL KINETIC INTELLIGIBILITY



Summary of results on a test of Non-Verbal Kinetic Intelligibility for NTID students entering Summer, 1975 (N = 231)

graduate feature



Charmaine Paront

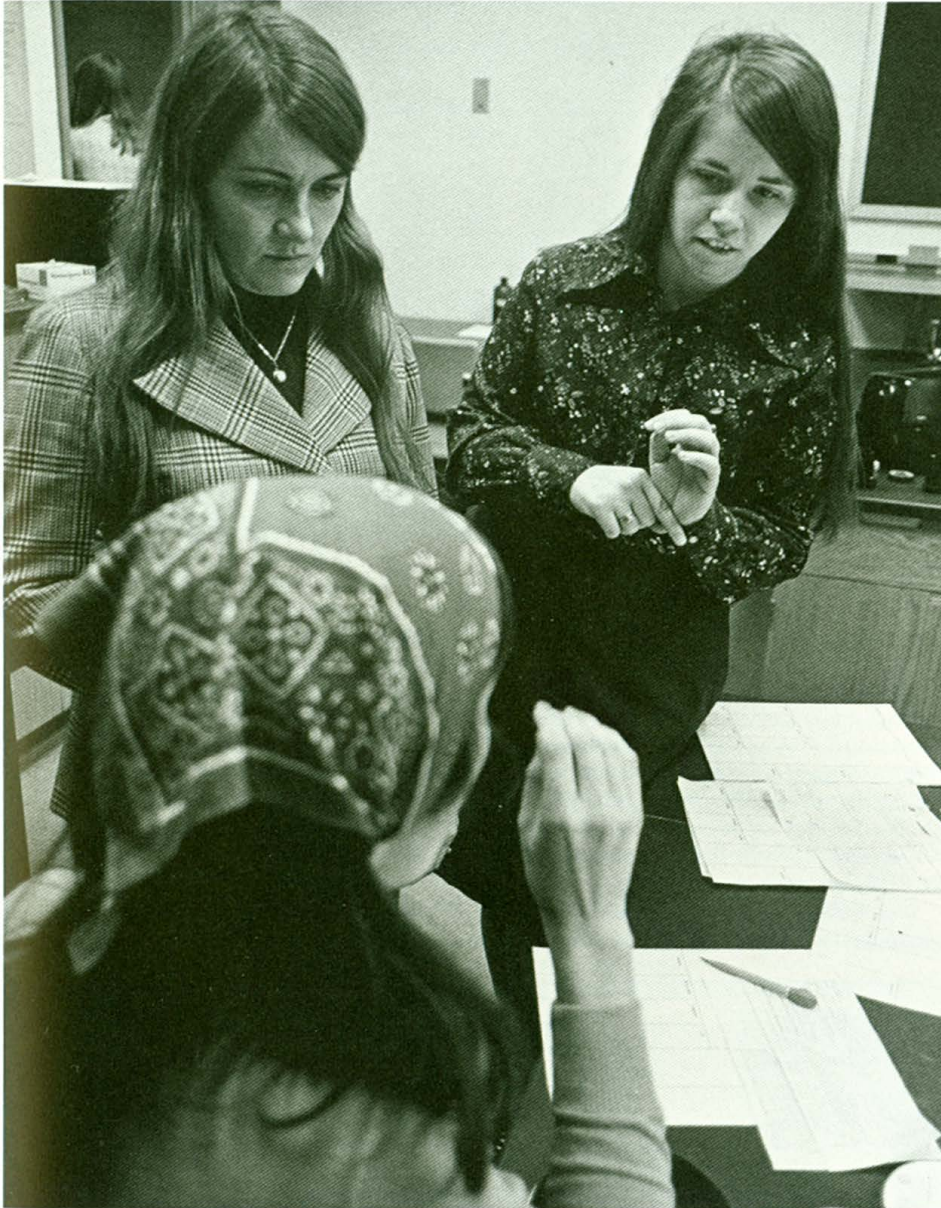
It's been said that if you want to get something accomplished, give the task to a busy person.

Charmaine Paront is one of those busy persons. A current master's degree candidate at the State University College at Geneseo, N.Y., Charmaine not only finds time for the tremendous amount of reading and research projects that must be completed for her course work, but she is a hematology technician on weekends and holidays at Genesee Hospital (Rochester, N.Y.), teaches a sign language class to interested

hearing students on the Geneseo campus, and is actively involved in a recently established club which consists of both hearing and deaf students from the Geneseo campus.

Charmaine was one of NTID's first medical laboratory technology students who graduated with an associate's degree in 1972. In June, 1975, she received her bachelor's degree in education from Geneseo and is in her first year of the master's program in deaf education there.

After graduation from NTID, Charmaine worked at Genesee



Charmaine Paront visits NTID class and talks with students, along with instructor Beverly Price (standing left).

Hospital. "My supervisors were very helpful, and the laboratory work was challenging and interesting, but I decided I wanted to teach, so I went back to school," Charmaine explains.

Deaf since birth, Charmaine displays a special sensitivity to learning problems of other deaf students.

"At NTID Charmaine seemed to show a natural ability to teach. I often observed her explaining procedures to the students in class," recalls Beverly Price, Charmaine's medical laboratory instructor.

In March of this year, Charmaine hopes to do her practice teaching assignment at NTID. She already has taught elementary school children in a public school in the Rochester area as part of her bachelor's degree

student teaching requirement.

"The students didn't know how to react at first, because none had ever met a deaf person before," she recalls. "But once we began to know each other, things went along well." In her free time, Charmaine taught them the manual alphabet and some basic signs.

Interested in the welfare of other deaf young people, Charmaine is determined to get a good education so that she can help alleviate the history of unemployment and underemployment of the deaf.

"I hope to encourage deaf people to get a better education in a field of their choice, and I strongly believe the handicapped are no different from other people," emphasized Charmaine.

Realistic about today's economic

job crunch, Charmaine says, "I'm willing to teach anywhere there is an opening. If there are no teaching positions available, I will still be able to work in a hospital lab as a technician."

The oldest and only deaf child in a family of four children, Charmaine credits much of her success to her family's encouragement.

"I couldn't have gotten this far without their support," she states.

A graduate of Lexington School for the Deaf, N.Y., and a native of New York City, Charmaine revels in country living.

Believe it or not hard-working Charmaine squeezes in time for fun. She excels as a member of her college bowling club, and enjoys swimming, hiking, gardening, and traveling.

miscellaneous



Special visitors on campus

The National Technical Institute for the Deaf recently hosted five visitors who were instrumental in developing the initial legislation which led to its establishment. The visitors, who were interested in seeing the reality of their planning efforts, were Ms. Betty Griffin, professional staff member, Subcommittee on the Handicapped, U.S. Senate; Mr. Henry Neil and Mr. Frederick Pflugar, both staff assistants, Subcommittee on Appropriations for

Labor, Health, Education and Welfare, U.S. House of Representatives; Mr. William Dingeldein, director, Division of Education Budget Analysis, Department of Health, Education and Welfare (H.E.W.); and Dr. Edwin W. Martin, deputy commissioner for Education of the Handicapped, H.E.W. Dr. Martin was a special guest speaker during the NTID Dedication ceremony in 1974.

The visitors spent a full day on



campus observing labs in progress, meeting with instructors, and talking with the students.

Summing up the feeling expressed by all of the visitors, Dr. Martin remarked, "The opportunities NTID is making available to deaf students are unique to anything ever done before. I had never realized the enormous range of job possibilities offered here compared with past history of the education of the deaf."



Career Day

The American School for the Deaf, West Hartford, Conn., hosted its Third New England Career Day Conference on November 5. The purpose of this conference was to broaden the students' knowledge and understanding of different colleges and technical schools available to the deaf.

Two NTID Career Opportunities Specialists, Mr. James Stangarone and

Mr. James Biser, participated in the event. Five other postsecondary schools gave presentations.

Schools represented at the conference were the American School for the Deaf, Austine School for the Deaf, Governor Baxter State School for the Deaf, Mystic Oral School, New York School for the Deaf, and Rhode Island School for the Deaf.

Pan Am Games

USA Swim Team members Ron Rice (Warren, Mich.), Eugene Rusiecki (Niagara Falls, N.Y.) and Neal Arsham (Shaker Heights, Ohio) of NTID were three of the 37 USA athletes who competed in the first Pan American Games for the Deaf, November 15-22, in Maracaibo, Venezuela.

Ron Rice led the USA squad by picking up four gold medals in the 100 and 200 meter freestyle, the 100 meter backstroke and the 400 meter freestyle relay. He also set four new world records in the events.

In total, the three swimmers received 11 medals—six gold and five silver. The USA Swim Team set six global records for the deaf, as the men swimmers took off with gold medals in every swimming event.

Americans came home with 75 individual gold medals, and the USA team finished with a total of 51 medals—22 gold, 20 silver and 9 bronze.

There were 300 athletes from ten nations who participated in the first Pan Am games. The next Games will be held in Buenos Aires, Argentina, in 1979.



Deaf Hockey Tournament

Students, alumni, and staff filled the RIT ice arena for the NSC-sponsored Second Invitational Deaf Hockey Tournament in November.

The tournament was begun in 1973 by NTID students who wanted both deaf and hearing students to better understand what was going on in the world of sports for the deaf. This year over 3,000 people attended the event.

The Deaf Hockey Tournament (DHT) Committee members, under the chairmanship of John Swan (Ballwin, Mo.), deserve a special thanks for the six months of planning devoted to the event. They not only gained satisfaction in doing a job well, but they also got first-hand exposure to skills needed in successful planning.

The long hours spent preparing for

the tournament were well worth the effort. "It was a gala sports weekend," exclaimed one enthusiastic fan.

Aside from the hockey games, the fans were treated to two captioned films, and live bands were on hand for evening entertainment.

Montreal was the winning team scoring a 7-1 victory over the United States. The Toronto Red Wings came in third with St. Francis De Sales of Toronto in fourth place.

Gerald LaBrecque, a player from the Montreal team, was named the Most Valuable Player.

"The money raised by this year's tournament could help finance the event for next year," stated Mike Krembel, one of the faculty advisors for the tournament.

Other faculty advisors were Julie Cammeron and James Jensen.

DHT Committee members included: David Daviton (San Leandro, Calif.), assistant chairman, Jeff Howard (Salem, Ore.), Thomas Nedved (Willow Springs, Ill.), Robert Annis (Baton Rouge, La.), Gary Rosenblatt (Monticello, N.Y.), Deborah Hanson (Kenmore, N.Y.), Alan Balston (Wentzville, Mo.), Gretchen Kerr (Birmingham, Mich.), Andrew Vazquez (Forest Hills, N.Y.), Regina Russo (White Plains, N.Y.), Karen McCalister (Sunland, Calif.), Maureen Ewing (Hayward, Mass.), Colleen Daviton (San Leandro, Calif.), and John Sullivan (Parishville, N.Y.).



A gift for the director

Dr. Robert Frisina, the director of NTID, has received a fair number of awards and has been honored at many presentations during his professional career. But one gift which he took special pleasure in receiving was an exact replica of a cannon which was used on "The Constitution," a battleship that saw action during the Revolutionary War.

Built by Rick Rogers (Excelsior Springs, Mo.), a second-year student enrolled in the manufacturing processes program at NTID, the cannon conforms to the design specifications of its era, is made of brass, and is one-tenth the size of the original. A top student in his class, Rick took two weeks to finish the cannon, which was used as a special project for course credit.

At the presentation Dr. Frisina told Rick, "It pleases me to know that artistic talents so universal in our students find their expression in so many of our technology programs. And I particularly appreciate your generosity and thoughtfulness."

For further information contact:



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Rochester Institute of Technology**

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