

# ntid focus

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**Sharing Ideas and Experiences...**





## Cover

Artist John Schreck presents impressions of NTID's Mini-Convention in his colorful cover design. See page three for the Mini-Convention story.

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## What's NTID?

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

the **only national 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.





## Mini-Convention

by  
Barbara W. Brissenden

The participants had paper bags covering their heads, and each acted out emotions of fear, anger, frustration, and rage through body language. . . . "Teachers must work at being good communicators," stated the leader of the demonstration.

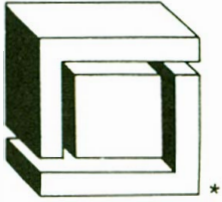
The slides of student art work served as an impressive backdrop to a panel discussion about interdisciplinary approaches to learning. . . . "The student must be able to see relationships between courses such as English and art to improve over-all communication skills," explained one of the panel members.

These are examples of the information sharing that took place among NTID's professional staff during a special, two-day internal "Mini-Convention." The first of its kind, the Mini-Convention participants focused on student problems, research studies and teaching techniques at NTID.

The theme "Focus on Students" was chosen, said Dr. Ross Stuckless,

*(continued)*





co-chairman for the event, "because whether we stand before the student and teach, or bring the NTID graduate and employer together, our attention remains on the student."

Ten years ago, in December, 1966, the U.S. Department of Health, Education and Welfare entered into a formal agreement which brought NTID to RIT. Since that time, "NTID has had a role to play in helping members of the deaf population to declare new and ever-increasing levels of independence and to keep the faith entrusted to it by society," stated the Dean of NTID, Dr. William Castle.

To keep this faith and to keep alive the vitality of the institution, NTID brought together 140 presenters and 300 participants this past February 12 and 13. These professional staff members included several from RIT's other colleges as well as a few invited guests.

The two days found professionals renewing old friendships and meeting new staff members. Photography, art, developmental education and media exhibits lined the academic building's main corridor area, known as "the street," while formalized sessions including workshops, panel discussions, demonstrations, and presentations of papers filled the theatre and cluster classrooms.

Dr. Robert Frisina, RIT vice president of Public Affairs and director of NTID, opened the convention as its keynote speaker. Dr. Frisina reaffirmed NTID's commitment to society through a

"Declaration of Interdependence."

He said, "When in the course of human events the challenge of deafness confronts NTID, it is necessary for the people in each of its departments and its divisions to declare their interdependence and to embrace those principles and build those programs which will enable the departments to survive and NTID to flourish.

"We hold these truths to be self-evident: that all students are created equal; that the inequalities and injustices which afflict so much of the student population are the product of deafness and society, not of God or nature; that students everywhere within RIT are entitled to the blessings of the faculty, staff and administration, and interaction in labs, shops, classrooms, studios and residence halls, and the realization of their full potential; that we have an inescapable moral obligation to preserve these rights for posterity; and that to achieve these ends all the people of RIT and NTID should acknowledge their interdependence and join together to dedicate their minds and their hearts to the solution of those obstacles which threaten successful academic experiences and success in the larger world."

Besides internal information sharing, the convention provided a way to disseminate some of the knowledge and unsolved problems about students.

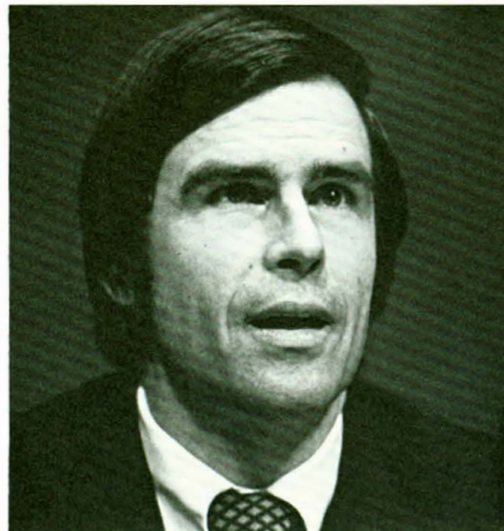
Dr. Kenneth Nash, co-chairman of the Mini-Convention and director of

NTID's Office of Professional Development, said that another purpose of the conclave was "to provide an opportunity for staff members to prepare and present information to an audience of their peers. This experience helped to enhance professional development of the entire staff."

Significant topics of discussion included counseling techniques; communication methods; recruitment, placement and career preparation; methods used to enhance social and cultural skills of deaf students; interdisciplinary approaches to learning; and deaf and hearing inter-relationships.

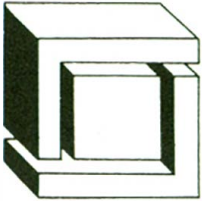
Several friends of NTID were invited to make presentations based on research they had conducted at NTID. These included Dr. Robert Gates, superintendent of the Michigan School for the Deaf and former member of the NTID staff, who spoke on "Learning through Speechreading"; Malcolm Norwood, chief of Captioned Films and Telecommunication Branch, Bureau of Education for the Handicapped, Office of Education, who gave a paper on "Relative Effectiveness in Interpreted and Captioned Televised News among Deaf Adults"; and Antonio Virsida, who collected data at NTID for his doctoral studies at New York University, and whose conference subject was "Some Personality Correlates of Verbal Language Competence of NTID Students."

The Convention's closing speaker



\* All the materials for the Mini-Convention were designed by NTID students through the In-house Co-op (see page 8). The meeting symbol repeated at the top of each of these pages was designed to represent the integration and unity of NTID students, faculty and staff.





*"I believe that NTID can 'keep the faith' if it continues to respond to students."*

*Dr. Ralph Tyler*

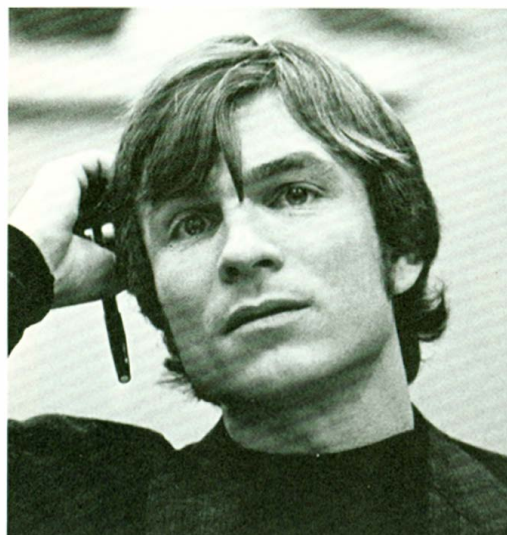
was Dr. Ralph Tyler, who has been an eminent scholar and educator for 55 years. Dr. Tyler served as the first chairman of the NTID National Advisory Group (NAG) during its initial years of service and remains a charter member of the NAG. Current NAG members also attended the Mini-Convention.

Dr. Tyler, impressed by the size and comprehensiveness of the convention in terms of content and objectives, noted that, "Higher education benefits a great deal from having periodic reviews of teaching techniques. Institutions often tend to get pre-occupied with finance rather than the primary reason for their existence, which is to provide students with the best possible education."

Summarizing his two-day observations of the meeting, he said, "This Mini-Convention dealt with a range of scientific, comparative and cultural studies and included reflections of these experiences."

Tyler also cautioned that many of today's institutions lack a community atmosphere. "An institute is more than a collection of individuals. NTID is becoming a great institution, but it can't do it without internal communications."

"We should try to build an organization where clients are directly involved. We should not be concerned about our own welfare and forget about our mission. I believe that NTID can keep the faith if it continues to respond to the needs of the students."







## SAHOMI TACHIBANA



Trying to lead a group of deaf students at NTID through the intricacies of a Kabuki drama was a definite challenge to Experimental Educational Theatre (EET) guest director Sahomi Tachibana.

"I've never directed a Kabuki play before, and when Robert Panara, professor from NTID Theatre, asked me to come to NTID to do one, I couldn't resist," she said.

Ms. Tachibana, an internationally renowned performer of Japanese classical dance, was at NTID for eight weeks holding workshops in dance and Kabuki drama and directing the American premiere of the classic Kabuki drama, "Tormented Pathway," which she translated from the original Japanese.

Her initial concern of how she would communicate with the deaf students in the play was overcome with the help of interpreters and support from other professionals in the EET program. From that point the difficulties were the same they always are when trying to mix the Western and Eastern cultures,





Cast members studied Japanese customs and movement for their roles in "Tormented Pathway." Shown here (left to right in top left photo) are: Antonina Biondo (St. Louis, Mo.), John Stockberger (St. Louis, Mo.) and Dan Ford (Superior, Wisc.).



according to Ms. Tachibana.

"Westerners have a total misconception of what orientals are about. They get Chinese, Japanese, Indonesian, etc., all mixed up and they have a difficult time understanding some of the basic cultural differences which can actually affect the physical movements of the actors," she said, while explaining how she had to discourage some students from walking with tiny, mincing steps in imitation of what they thought walking on bound feet would be like.

Students had to get used to kneeling and bowing and other customs foreign to Westerners and to the Japanese concept of respect and the differences in emotional expression. "I'm hoping that at the very least this experience will open up an interest for the students to discover what they can learn about other cultures and customs," she said.

"Tormented Pathway" was originally written for the puppet theatre in Japan with narrators reading the lines. The play was rewritten for the Kabuki Theatre. Ms. Tachibana translated that

version and rewrote some of the narration as dialogue. She also tried to simplify dialogue so hearing-impaired performers would have less difficulty translating their lines into sign language. Ms. Tachibana brought authentic music and costumes with her and worked with the students on makeup. "Getting the eyebrows right always seems to be the most difficult part of the makeup job," she said with a smile. Tim Ferguson, NTID art instructor, painstakingly designed each wig from pictures of traditional hair styles.

Sahomi Tachibana was 18 when she was given her name. "Tachibana" indicates she had passed a test of proficiency in Japanese classical dance after attending the Tachibana school. "Sahomi" came from the name of her teacher, "Saho," which means phoenix bird and the character "mi," which means beautiful. She was born in the United States and studied classical dance in Japan from the age of 11. She returned to this country shortly before World War II.

Ms. Tachibana has performed in dance concerts on college campuses across the country. She has appeared on the American stage and television, including the Broadway production of "A Majority of One." She also has worked with the Metropolitan Opera as associate director for "Madame Butterfly" and "La Traviata." Another of her original translations, "The Tale of Kasane," was performed by the National Theatre of the Deaf at the Eugene O'Neill Memorial Foundation in Waterford, Conn., where she first met Bob Panara from NTID.

"Working with Ms. Tachibana was valuable for many reasons," Dr. Gerald Argetsinger, chairman of EET, said. "It was out of the realm of our students' experience to see a 'hearing theatre-style' so dependent upon the visual aspects of movement and gesture for total communication of story and message. Because of that, their own emotive skills increased throughout the rehearsal period."



# In-house Co-op



An eight by three foot converted supply room provides NTID student designers with a make-shift studio where they work on design projects needed by faculty and staff members of Rochester Institute of Technology (RIT).

"We wanted to stress the fact that a student won't start a job in a plush office," smiles Jack Slutzky, coordinator of this new program called In-House Co-op.

"The In-House Co-op provides NTID students who are cross-registered into RIT's College of Fine and Applied Arts (CFAA) with experiences for applying classroom theories to designing actual products," Slutzky explains. "Our students need more practical work, and the In-House Co-op provides a tutorial atmosphere which supplements classroom assignments."

The first In-House Co-op class was limited to six students when it began on a trial basis last summer. Now, approximately 20 students are involved in designing In-House projects for the needs of faculty and staff members of NTID and occasionally other areas of the Institute.

The scope of projects accepted must be in accord with the program's primary objective, which is to enhance

the students' skills. If a project is accepted, the student deals directly with the client and receives help from an assigned supervisor who is within CFAA.

The supervisor matches job assignments to the skills of the students. All NTID art and design students from CFAA who are interested in the program may be involved in the Co-op experience, and each student is paid for his time and labor. It is the student's responsibility to estimate costs of materials needed and to develop a time frame for each step involved in the project, which must meet with client approval.

When each project is completed, the student must fill out a self-evaluation form. Kathy McWaters, from North Bennington, Vt., is a sophomore in the School of Art and Design who recently completed a complex brochure.

"From the beginning to the end of this project, I made so many mistakes. I had to reorganize my thoughts, and I spent many hours into the night working on it. I have learned many shortcuts and tricks which I found invaluable for completing a job more quickly, thanks to my supervisor, Jack Slutzky. He has advised, pushed, yelled, encouraged and smiled through

my mistakes. In the future, I know that I won't make the same mistakes again, and I now have a broader graphic design background because of this project," she evaluates.

And that is one big reason the In-House Co-op concept is a worthwhile and vital part of the learning process for art and design majors. "If we make a mistake it shouldn't happen out there! It should only occur while we are still learning our craft," states Dave Rosenthal, St. Louis, Mo., a senior in Communication Design. "The In-House Co-op gives us needed experience in dealing with clients, teaches us the processes used to solve design problems, and makes us aware of the discipline needed to be a good designer," he concludes.

Most important, In-House Co-op is one targeted vehicle that we use to ensure real-world training of our students for NTID's main mission of employment and job mobility, emphasizes Slutzky, who has been actively involved in the placement of graduates. "We want to maintain a 100% graduate placement record in our area," he beams.



# Considering The Deaf Employee

by  
Joan Cooley

Many familiar misconceptions about hiring deaf employees were dispelled and discussed at NTID's third regional employment seminar held in December at the Chase Park Plaza Hotel in St. Louis. The meeting was sponsored by the St. Louis Regional Commerce and Growth Association.

The St. Louis seminar was very successful in terms of the numbers of employers who turned out for the informational meeting and in the cooperation shown by various organizations and individuals in the St. Louis area, according to Rosemary Kurtz, NTID employment development specialist, who coordinated the Seminar.

"More than 40 representatives from 30 different companies attended the meeting, as well as 25 representatives from deaf education, vocational rehabilitation and other organizations and individuals concerned with the deaf in the St. Louis area," said Vic Maguran, director of NTID's Department of Career Opportunities.

Most employers admitted to being unaware of the problems facing deaf workers and to having misconceptions regarding their abilities. Some of the concerns of employers centered around methods of communication, the psychology of deafness, versatility of the deaf employee, safety, and training. All of these factors were dealt with in the seminar program, which included: presentation of "The Silent Drum," a film about NTID and its professional and technical education programs; a slide presentation directed to

employers' on-the-job concerns; and a panel discussion made up of deaf employees and their supervisors.

On the panel were Tom Pawol, a Bridgeton, Mo., NTID graduate who works as a printer for Graphic World Inc., a printing firm in St. Louis. Tom told the audience that he was born deaf. He explained how he learned about NTID through the help of Arpad DeKallos, one of two Missouri Vocational Rehabilitation counselors who handle only deaf clients. Tom spoke of the support services he received in his classes and some of his other activities mingling with deaf and hearing students on campus.

"I get along with my working friends, and I'm grateful to Dan Arrow for giving me the chance to prove myself," he concluded. Mr. Arrow, who is president of Graphic World, had high praise for Tom.

"Tom, who was our first deaf employee, immediately demonstrated that he had the technical ability to do the job we needed, and then I discovered he really loved printing. He has a great desire to do a job the right way and is very conscientious. Socially he is one of our most well adjusted employees. I feel he's a fine example of the successful employment of a deaf person," he said.

Questions and comments followed the presentation. Margaret Carey of Missouri's Governor's Committee on the Employment of the Handicapped praised NTID's high placement record and cautioned employers not to forget the older employee who many times

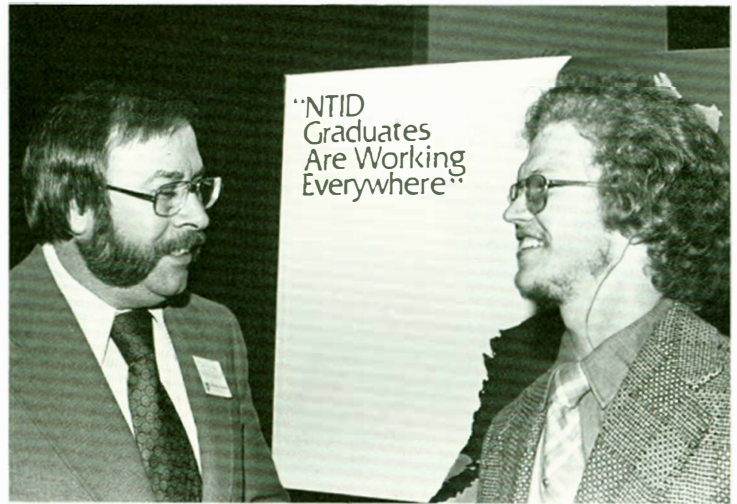
finds himself facing a hearing loss. Some of the same counseling techniques and communication devices used for the deaf can be utilized with these older workers.

Arpad DeKallos, counselor with the Missouri Division of Vocational Rehabilitation, pointed out the responsibility of NTID to find out what work skills deaf people need on the job and to make the students aware of their importance.

"Deaf students who don't have good work skills (meaning fully developed concepts of reliability, responsibility, ability to take criticism, ability to work with other people) can have problems on the job which do not relate to their technical ability," he said. He also added that NTID's follow-up procedures could be instrumental in stopping such problems before they became critical.

Robert L. Huskey, assistant superintendent of the Special School District of St. Louis County, urged NTID to share its findings in areas of occupational research and career development with other institutions.

"NTID has a unique opportunity to help the general public to become aware of the capabilities of hearing-impaired people across the nation regardless of their level of functioning. I am convinced that NTID is in a key position to make a terrific impact on the training and eventual employment of all hearing-impaired people," he said.



Dan Arrow (left), president of Graphic World, Inc., St. Louis, Mo., and Tom Pawol, NTID graduate who works as a printer, took part in the panel discussion at the St. Louis Regional Employment seminar.



## You Can Meet Them in St. Louis

*Mary Eileen O'Connor and Ken Dardick  
are two of many NTID graduates who are  
living and working in St. Louis.*

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### Mary Eileen O'Connor

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When Mary Eileen O'Connor graduated from NTID in June, 1975, she was looking forward to beginning a new life as a medical laboratory technician in a large St. Louis hospital.

She was confident about her work since she had worked during the summer in a hospital lab. But when she began her job she faced a problem some of her deaf friends shared.

"The people at the hospital were nice but were overly protective of me. They let me do only the simplest tests, even though I knew I could do more. I felt they didn't treat me in the same way they treated other employees, and soon I began to lose confidence in myself."

Mary Eileen decided to take matters into her own hands by answering a newspaper advertisement for a job

opening in the clinical hematology lab at Barnes Hospital.

"Things are completely different here at Barnes. The whole atmosphere is more relaxed. I feel that I'm part of a team, and I'm treated the same as everyone else in the lab," Mary Eileen said.

Mary Petty, supervisor of the lab, explained how she put Mary Eileen through her paces before she was hired.

"I felt her educational background looked good, but I still gave her a test doing differentials that I give to everyone, and she did well."

A hospital lab is an extremely busy place, performing hundreds of emergency services and pregnancy tests a day. "Performance is what counts," said Agatha Howard, chief

technologist of the lab.

"About the only thing Mary Eileen can't do is answer the telephone, but we have hired foreign people who have had that same handicap," she added.

Since Mary Eileen works the evening shift she has her days free. One of her close friends is another NTID alumnus, Margaret Kruger of Edmundson, Mo., and they usually see each other on their days off. Mary Eileen lives with her parents, Col. and Mrs. William S. O'Connor of Overland, Mo.

"I guess I never realized how important it is to be happy in your job," Mary Eileen said. "It is an important part in my life, and at Barnes I think I've finally found a place where I'm going to learn and grow in experience."



*Sharing the work load in the Clinical Hematology lab at Barnes Hospital in St. Louis are (left to right) Mary Eileen O'Connor, NTID graduate; Mary Petty, lab supervisor; Jean Roncal, lab technician; and Agatha Howard, chief technologist.*



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## Ken Dardick

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Ken Dardick has never been to Africa, yet his influence on one of the major hotels in the city of Libreville, Gabon, Africa, has been unmistakable.

Ken is a draftsman/designer at Stern Fixture Co. in his hometown of St. Louis, Mo. He has designed both new plans and remodeling plans for restaurants, hotels, cafeterias, and cocktail lounges throughout the United States. Now, with the Hotel Gentil in Libreville added to his list of accomplishments, he is beginning to build international credentials.

Ken has been deaf since birth but doesn't feel his deafness has hindered his ability to learn the technical skills a designer needs or has conflicted with his ability to do well on his job. He graduated from University City (Mo.) High School where he majored in drafting and discussed the programs at NTID with several of his friends who were planning to attend.

"I knew NTID had a program that combined drafting and architecture, and that's what I'd always been interested in," he says.

In the architectural technology program Ken studied architectural drafting, construction methods, building estimating, architectural design and structural systems. He feels his courses at NTID "were very practical, and I'm using what I learned

there in my job."

Ken also liked the opportunity to go to school with both deaf and hearing students. "My parents spent a lot of time helping me with my speech, and since I was the only deaf child in my family I was raised mainly in the hearing world. At NTID there was the opportunity to have both deaf and hearing friends."

Ken's mother, Doris, admitted to having frustrations and uncertainties in trying to make the right educational choices for Ken, but, she said, "I think we were fortunate to live in St. Louis which has a variety of programs for the deaf." Ken went to Central Institute for the Deaf in St. Louis, and Doris Dardick continues to do volunteer work at the school.

Since Ken graduated from NTID in December 1972, he has taken some architectural courses at Washington University, "but I didn't get as much out of them because there were no support services for the deaf. Support services were one of the best features of NTID."

When his company moved to a new location, Ken's talents were put to use designing and organizing the space in the new building.

"The new building was a Union Electric sub station and was built in the early 1800's," he explained, as he

pointed out the original brick floor in the cabinet-making shop. Ken helped Chief Designer and Sales Manager Joe Geiger allocate space for equipment storage, offices, workshops, cabinet shop display area and all the other components of the business.

Ken's pet project in the new facility is a series of display units each of which features a different decor—from a nautical motif to Victorian style.

While it's Joe's job to work with clients and discuss their needs, it's up to Ken to translate those needs into a practical working arrangement.

"I have to make it all fit together," he says, which means taking into consideration work flow and traffic patterns as well as working around existing gas and electric outlets and water pipes.

Ken gets a chance to travel in and around St. Louis to do on-site sketch work and still gets a thrill when he sees the finished product. "At first I couldn't believe I actually had done it myself. It's really a good feeling."

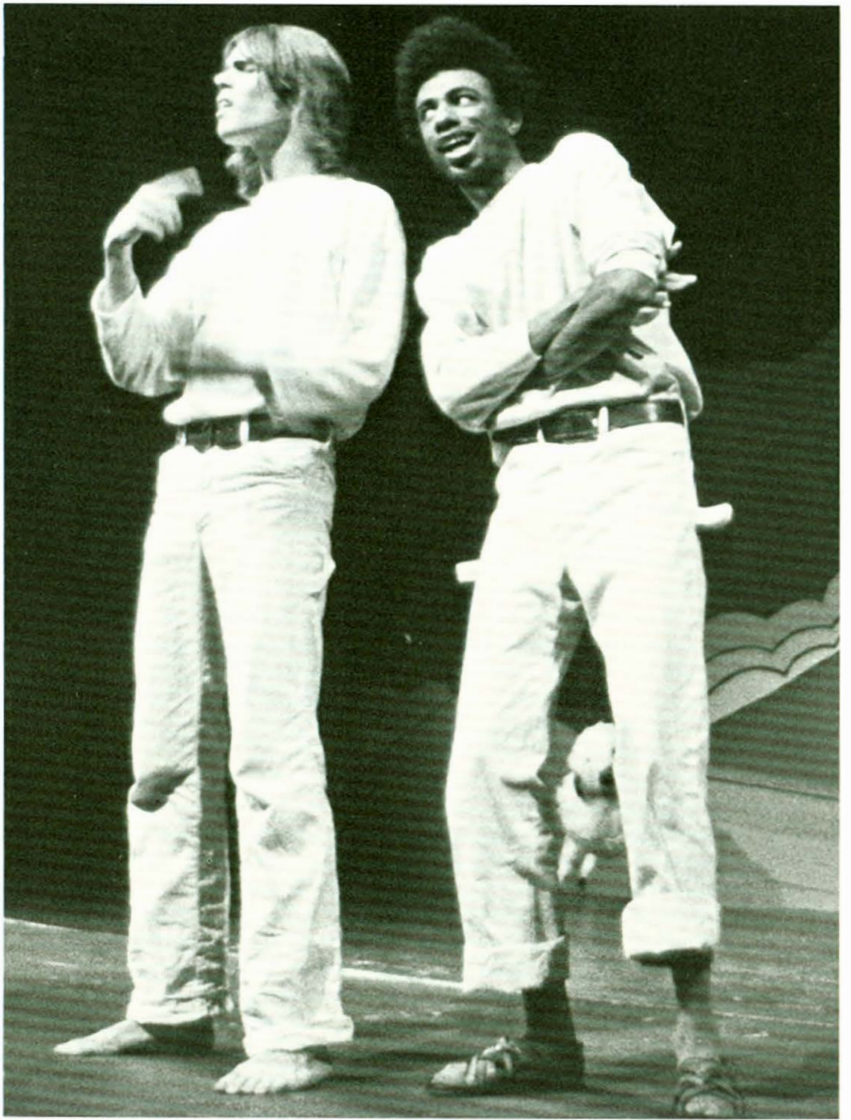
When he's not on the job, Ken works out playing water polo at the YMCA. He won a bronze medal in swimming at the World Games for the Deaf in Malmo, Sweden, in 1973.

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*Ken Dardick (left) discusses a project with Joe Geiger, head draftsman and sales manager at Stern Fixture Co.*







# Joseph

**and  
the  
amazing  
techni-  
color  
dream  
coat**

Colors, rhythm, movement, laughter, joy . . .

In only two hours, the standing-room-only audiences of "Joseph and the Amazing Technicolor Dreamcoat" were presented with a striking visual spectacle and an extraordinary musical experience.

This lighthearted look at the biblical story of Joseph, under the direction of Experimental Educational Theatre Instructor Marj Pratt, combined the talents of more than 120 deaf and hearing students, faculty and staff.

It was a joyous occasion. The exhilarating cantata was crammed full of catchy, sublime-to-ridiculous tunes; graceful sign interpretation; and top-notch mime.

And behind the scenes there was cause for joy too. It was an opportunity for interaction among the deaf and hearing. But more importantly, it was a time for strangers to become friends.



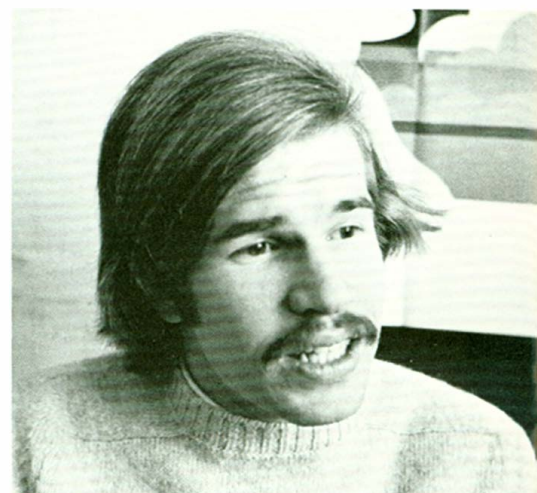




# Between Two Worlds

by Ken Glickman

*Ken Glickman is a deaf person who has spent most of his life totally in the hearing world. He came to NTID as an intern from Dartmouth College to develop his identity as a deaf person and to explore career possibilities for working with the deaf. He says he sometimes feels "between two worlds" but wanted to find out more about the world of the deaf. Here is his personal story . . .*



The work experience I underwent at the National Technical Institute for the Deaf was truly unique—contributing immensely to both my personal and social development and my educational life.

NTID internship programs enable students and professionals to practice their professional skills with a population of hearing-impaired college students. The programs are geared to the individual needs of the intern and offer opportunities to complement previous training to gain interpersonal experience with deaf students in a unique educational environment.

It all began last year at my college, Dartmouth College in Hanover, N.H., when I thought I needed a change of pace in my educational life and decided to go to a college where I could mingle with the deaf and other students. I was interested in the concept of NTID and the idea of having both deaf and hearing students on the same campus.

Having lived in the hearing world ever since I left Clarke School for the Deaf in 1968, the idea of spending a quarter away at NTID suddenly became very appealing. For quite a long time I had been giving serious consideration to the possibility of my working with the deaf in the future. My main objective, though, was to learn more about myself as a deaf person living in the hearing world.

At Dartmouth I inquired about the possibility of arranging to study or work at NTID and eventually worked out the details with Mr. Joseph Avery, coordinator of internships at NTID, and others from Dartmouth. Eventually I embarked on what I called "my expedition to the world of the deaf." And what an expedition it was!

I was assigned to four different jobs. Being a psychology-mathematics major, I was quite fortunate to work in the areas that were related to my line of study. The first job was as an

assistant teacher at the Math Learning Center (MLC). Originally I was to work 13 hours at the MLC, but I found myself spending more time there. My job was most enjoyable since numerous jokes and gags were thrown at me by deaf students and the teachers. Working one-to-one proved to be a very stimulating experience for me. Despite the fact that my fluency in sign language at the beginning was comparable to that of a third-grader in English, I picked up sign language rather quickly, as was evident when I was understood well by the deaf students themselves.

The second major job was teaching Introductory Psychology for two classes in the General Studies department with Jacqueline Williams. I spent the first few weeks observing her teaching in the class and acquainting myself with the course. Once in a while I would interject some ideas or thoughts to clarify some psychological concept or to keep the ball rolling. The last week found me lecturing fulltime. The two classes were completely different in atmosphere. Ms. Williams and I had some talks on the matter, and we found that members of one class participated more than those from the other. We felt this difference stemmed from the fact that the first class was taught in a semi-circular classroom with curved rows of chairs, whereas the second was taught in a more conventional oblong-shaped room. The deaf students were more active in the curved room because, presumably, they were able to communicate more efficiently than those in the other classroom.

For the third assignment, I worked with Ms. Katie Brown in research one day a week. Our study was to determine whether there was a reliable correlation between the differential aptitude test scores from the summer vestibule programs and the engineering grade

point averages for the first year of program study, upon which successes or failures might be predicted for future students. Unfortunately, we arrived at a sample that proved to be insufficient for further statistical analysis. At any rate, it was a worthwhile experience for me because I learned many things from several expert statisticians and because I found myself sharing frustrations and joys with Ms. Brown all term long.

My fourth job was to lead psychology group discussions, and it required three hours every Thursday night. Ms. Julie Cammeron served as my supervisor. My major role was to help the students from psychology classes as they popped in. The first session proved to be a thriller for me. It was my first real taste of being a group discussion leader, and quite a few students came in. (They had a test due the next day in Freudian psychology.) On that night, there were a lot of interesting talks. Teaching in this way was comparable to the classroom except that it was on a much more informal level. In addition to teaching, some time was spent listening to students' personal problems.

In spite of my heavy schedule (heavy is probably not the right word, for it was purely enjoyable), I managed to audit several classes, to read some literature about the deaf, and to chat with some teachers and, of course, with deaf students. I learned quite a bit during this internship; so much in fact, that I felt I was pretty naive about the world of the deaf in spite of my own handicap! At the beginning, I found myself being different from the other deaf students, thinking "I'm hearing, but I can't hear." This internship provided me an excellent opportunity for becoming "more deaf," and it was a great and satisfying feeling to discover more about the deaf world from the point of view of a deaf person.





*NTID students receive congratulations for their work. Pictured left to right are: Steven Kelley (Lexington, Mass.); Steven Juhas (Lake Geneva, Wisc.); Charles Nail from NEAD; Benjamin Young (Maysville, Ky.); James Jensen, NTID instructor; Henry Liebman (Cincinnati, Ohio); Greg Pawlikowski (Maysville Heights, Ohio); Bob Buchalski (Detroit, Mich.); and Phillip Magouirk (Shreveport, La.).*

## Community Development

Rochester, like many cities throughout the nation, has several concerned community organizations which are dedicated to community restoration and urban renewal. Rochester's non-profit groups, however, have had the added benefit of utilizing the skills of NTID's architectural technology students to aid them in collecting data and making maps of specific problem areas.

Four years ago, James Jensen, a faculty member from NTID's Engineering Technologies department, and seven of his architectural drafting students prepared a series of maps for North East Area Development, Inc. (NEAD), a Rochester community organization in the northeast area of the city. This material was used by professional consultants to help in city planning.

This fall, another urban planning project was undertaken by nine of Jim's students.

"I met with community organization people from around the city and selected the needs of the Nineteenth Ward Community Association as the best-suited to meet our students' experiential requirements."

The Nineteenth Ward Community Association, located in the southwest part of Rochester, is a non-profit group of approximately 1800 residents interested in improving the quality of life in the Ward. The group is particularly interested in the Genesee Street area (about one mile long) because of a major street

reconstruction project and the possibility of other improvements associated with the reconstruction.

The Association needed several pieces of planning data to properly evaluate the needs and opportunities of Genesee Street. The NTID architectural technology students spent 15 hours a week for ten weeks preparing a variety of maps which showed owner-occupied residences, zoning districts, assessed valuation per square foot, parking requirements, parking availability, and traffic volume and land use.

"The skills that were used in compiling the information and making the maps are comparable to those of an architectural firm's planning technician who works on city planning," stated Jensen.

Because so many architectural firms are becoming involved in city planning and need qualified employees with a background in planning, Jim felt that this project provided his students with the opportunity to gain practical experience in planning technology.

"The students were evaluated on how effectively they used their time, how they cooperated with their team of co-workers, and whether or not they showed initiative and creativity," said Jensen.

A leadership opportunity was provided through the role of job captain. The job captain idea was initiated by Carl Spoto, a career development counselor in Engineering Technologies. "We wanted to come up

with an idea which would enable the students to experience leadership responsibility and to simulate an on-the-job office environment," explained Spoto. "The job captain idea gave the students a chance to critique their strengths and weaknesses in a leadership position," he added.

Jensen chose a different job captain each week. The job captain's responsibilities included deciding what tasks had to be done, setting priorities for them, and delegating the data collection and field work jobs to the other members of the firm. Jensen served as senior member of the firm, and Spoto acted as the personnel director when problems arose.

Two of the nine students in the class were Paul Kuplicki (Detroit, Mich.) and Phillip Magouirk (Shreveport, La.). They both agreed that the job captain idea was a good one, and they found "it was fun getting to know Rochester, and making contacts with people within the community helped us a great deal in improving our communication skills."

Charles Nail, chairman of the Nineteenth Ward Real Estate Committee, found the research and maps made by the students invaluable. "We have used the maps on a number of occasions to lend credibility to arguments that there are three zones revive the area's economic potential." on Genesee Street that require off-street parking facilities. The data base which the NTID students provided will add credibility and insight to obtaining funds for many community improvements. It will help justify getting funds from the Department of Community Development and help to

The students color-coded, mounted, and officially presented the eight finished maps to the Nineteenth Ward Community Association at a regular monthly meeting. Nail announced that his committee would also make the maps available to a newly organized community group called the South West Area Development Corporation, which also has an interest in the same area.

"The students took on an impressively big project which I found to be well-developed and researched," Nail said. "I hope they are available to work on other projects for us."



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# Family Affair

*Four NTID staff members have found family fulfillment by extending their commitment to deafness through the adoption of deaf children.*

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## The Wilsons

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Why would anyone want to adopt a deaf child?

For Jimmie and Fred Wilson, the answer was simple. "Jimmie and I felt we had a number of things to give to a deaf child that a lot of parents wouldn't. It did not make any difference to us if a child couldn't hear; it was a neat opportunity to add to the child's life and meet our own needs."

The Wilsons came to NTID in 1969 and brought with them a growing commitment to the needs of deaf people. Both had been actively involved with the deaf community in Houston, Texas, several years. Fred is now the director of NTID's Office for Program Analysis, and Jimmie spends her days as a general education support team member at NTID.

In 1971 they decided to adopt a five-year-old deaf boy named Bobby. "That act took us from the 'they' to the 'we' as far as directly impacting upon the future of deaf children," Fred reflects.

The Wilsons prepared themselves for a child who was totally manual, who had no language capabilities and who perhaps would never be able to talk. They found that Bobby couldn't read, write or use a hearing aid, but he did have the potential to do these things if properly trained. Surprisingly enough, the Wilsons found that Bobby's deafness was not their prime problem.

"Problems of infinitely greater magnitude were choosing the best school, learning to live with the stares of hearing children, or dealing with Bobby's broken heart when the child down the street refused to play with him because he was different," says Jimmie.

Bobby's "differences" stemmed from the fact that he had no role models prior to his adoption. "For the first five years of his life he was trundled from foster home to foster home without communicating with anyone," she adds.

Most people go through life trying to keep their kids quiet. How does a parent reverse that and get a child to

assert himself or argue? Providing him with the skills to communicate and then building up his self-concept are two of the things Fred and Jimmie have tried to stress. Bobby's interest in life and his ability to lipread have helped him a great deal. At age 9, Bobby attends a private school in Rochester, N.Y., and receives extra help in speech therapy about twice a week. "He has a phenomenal memory, and he loves to watch the Mickey Mouse Club because he thinks all those people are his age." Fred smiles.

Three years after they adopted Bobby, the Wilsons decided to add another member to their family and adopted Joel. Joel, who is now 11, is the more introverted of the two boys. He had been diagnosed as being mentally retarded or as having muscular dystrophy. Neither diagnosis is correct. Although Fred and Jimmie found that Joel had a number of problems, they felt these would be a challenge and that dealing with them would be within their capabilities.

"Joel is still nervous and unsure of himself. Our major task with him is to try to make him believe in himself," says Jimmie. "Joel plays with hearing students whom we know through our church, and those kids know that he doesn't hear and it's difficult to understand his speech, but he can play the games as well as anyone else. Although Joel's speech cannot be understood if he does not use sign, the children seem to understand him through a secret language of their own," says Fred.

Asked about career goals for his sons, Fred's response was: "I'd like to see a matching between potential and achievement, and that's all that you can expect whether the child is hearing or deaf. Deafness does limit some of the things your child can do, but deafness does not mean the child is a less valuable individual.

"Our sons are neat little kids, and Jimmie and I are the gainers by having them in our family," Fred concludes.



*The Wilsons—(left to right) Joel, Bobby, Jimmie and Fred—enjoy conversation and a snack.*





Ronda Mothersell (on the horse) is surrounded by family and animal friends at her farm home.

## The Mothersells

Lawrence "Butch" Mothersell has been involved with the education of the handicapped since his graduation from college in 1961. He taught in a secondary program for the mentally handicapped and emotionally disturbed in Long Island, N.Y. Later, he taught reading at the University of Rochester and in 1969 joined the staff of NTID. Butch, who is now a general education support team member, wanted to extend this involvement and decided to adopt a deaf child named Ronda in 1971.

It took two years for the Mothersell's to cut through the red tape which surrounded adopting Ronda from Canada. "The only good thing about our wait was that it gave us ample time to prepare the family for our new addition," states Butch. Butch and his wife Pat already had three hearing children at that time.

The lengthy adoption process is attributed to the fast turnover of personnel at the adoption agency. "We had to work with a different case worker about every five weeks, and that went on for about one year," says Butch. Next they needed permission from the Canadian Consulate which also required help from Congressmen and Senators. There were also problems with the immigration office and a difference in religious backgrounds which added more delays.

The wait was more than worthwhile. "Ronda fit into the family beautifully," smiles Pat. Ronda's home setting has done much to enhance her social skills and her self-concept. She is an active member of the family and demands as much attention as her siblings.

"We encourage equal treatment for everyone around here," states Butch. "We want to provide a natural family atmosphere for Ronda." The atmosphere can be a little hectic at times because the family also includes a menagerie of animals. The children have 15 acres of land on which to romp with their 4 horses, 3 ducks, 2 guinea pigs, 2 mice, 1 cat, and 2 dogs.

"Ronda has personality plus," states her third grade teacher, Ann Marie Loncao, a certified teacher of the deaf at the public campus school of the State University of New York at Geneseo. Ms. Loncao provides a "total communication" learning atmosphere for Ronda.

"It's a privilege to have Ronda in my class," beams Ms. Loncao. "The other children want to learn sign language and fingerspelling because they want to communicate with her. She is an exceptional lipreader and gets along very well with everyone," she adds.

"Although Ronda is the only deaf student in the school, she has the advantage of receiving help from deaf

education majors from Geneseo, and she has become the 'practical' experience for audiology and speech therapy majors from the college," explains Ms. Loncao.

"We don't feel sorry for Ronda," says Butch. "She is very popular with the entire community. As a matter of fact, many people have taken to Ronda so well that they believe she can do no wrong."

"At times, this is difficult to correct because Ronda can be quite devilish and is always trying to get one step ahead of you," says Pat.

"The only modification we made for Ronda was to add a flashing doorbell, so that now anyone at the door is fair game for all," Butch jokes.

Ronda is interested in everything that goes on, and she has a number of talents from providing the rhythm section for a family sing-along to learning how to make her own clothes. "She also knows every step to horseshoeing," states Butch. And her brother Jeff adds that she's always the one who throws strikes every time they play baseball. He'd like to be her manager.

Ronda's eyes twinkle—she has a number of possible careers already lined up for her, and you can tell she has a few ideas of her own.

(continued)



## The Hurwitzes

Tracy and Vicki Hurwitz were born deaf, but they had not intended to adopt a deaf child.

At first they wanted to adopt a hearing boy under age five as a companion for their own child Bernard, who is hard-of-hearing. Because they were told that such a child would involve a 3-5 year wait, they considered adopting a hearing-impaired boy. But, once they saw Stephanie, then 16 months old, they fell in love with her. Vicki said, "I wanted to take her home the minute I saw her." Vicki's attraction to two-year-old Stephanie's pixie-like face and broad smile is easily understood.

It's hard to believe that the mischievous little actress demanding cookies and attention by signing and gesturing was a passive child when the Hurwitzes first got her. "We owe a lot to Stephanie's hearing foster parents," states Vicki. "Because of the feeling of security and abundance of love they gave Stephanie, she easily adjusted to her new home with us. She willingly and quickly accepted any new changes, which included learning better communication. She has become a natural lipreader," said Vicki.

Tracy and Vicki use all modes of communication with her. Already Stephanie can successfully mimic her parents' fingerspelling and has picked up some of the more common signs, such as milk, mama, daddy, car, home, book, ice cream and telephone. To encourage her communication abilities, Stephanie is presently enrolled in the Demonstration Home Program at Rochester School for the Deaf. She can already speak a few words such as "hi," "no," "mama" and "Ber-Ber" for Bernard.

Tracy and Vicki believe they can be good role models for their children. They want to help them overcome the difficulties they must face in life because of a hearing impairment.

"When I was young, I was so disappointed about the limitations placed upon a deaf person and his career opportunities. I had hopes of becoming a lawyer or a doctor, but everyone told me that was impossible," states Tracy, chairperson of the Support Services Department at NTID. Tracy, who has deaf parents, went to a hearing high school and attended Washington and St. Louis universities where he received both a bachelor's and a master's degree in electrical engineering. Tracy joined NTID in 1970 after five years of service as an engineer and computer programmer

at McDonnell-Douglas Corporation in St. Louis, Mo.

"With the help of NTID and other institutions of higher education which are now providing support services, we are more confident about our children's futures. They are both

individuals, and we will support them in whatever they want to do," explains Tracy.

"My parents had very high expectations for me, and I also have high expectations for our children," said Vicki.



Tracy Hurwitz (above) with son Bernard and Vicki Hurwitz (left) with daughter Stephanie.





# Jonona: an energy dynamo

Clinical chemistry is one of NTID's toughest courses. Students enrolled in the medical laboratory technology program must learn enough clinical chemistry in their last year to fully qualify them to work in a medical lab.

Making sure the students know chemistry is Jonona Young's responsibility, one of the "knotty problems" she says she relishes.

As a "problem-solving kind of person," she took on the challenge of teaching deaf students because "I never feared that deaf people couldn't learn and couldn't be valuable workers in a medical laboratory." Besides never backing down from a challenge, she may have remembered the people in her own life who said she would never be able to make it because of her serious vision problems.

"Because of vision problems I was way behind in high school. I was reading-disabled and needed special help," she said. After high school, which took her longer than normal to get through, she worked in central supply in a hospital where she became interested in medicine.

She began to help out in the medical lab. "There were lots of jobs and no people to do them," she recalls. She enrolled in Rochester Institute of Technology's medical technology program and entered a phase in her life where she was in the medical environment all the time. "I worked

eight hours and went to school eight hours," she said.

After she graduated from RIT she began working as a medical technologist at another hospital which brought her in contact with many different people. "There was such a shortage of people that I made house calls, took blood samples, worked in the lab and even typed up bills."

Eventually she heard of a new program at RIT where deaf students were being trained in technological careers. "I decided it was time for a change for me. I began at NTID as a biology teacher and helped to develop the medical laboratory technology program."

Her teaching philosophy? Simple. "Deaf people are environmentally deprived, and it's up to the faculty member to be a resource center for the students. Faculty members must be as versatile as possible and not strictly zeroed in on their particular area. I have to be able to talk about politics, the environment, many things. If I can't or won't, I'm depriving them of the feedback they desperately need."

Jonona finds that equipping herself as a resource center for deaf students fits naturally into other aspects of her life. She has numerous and varied interests and accomplishments. Even though she's always lived in the city, she has had a continuing love and interest in boating. With help from her

father she built a catamaran and says she was the first woman to sail one on Lake Ontario. She is a member of the U.S. Power Squadron and the Civil Air Patrol's Search and Rescue unit.

She has always had a concern for the environment and this year was able to fulfill her dream of designing and building a cabin on her land in the Adirondack Mountains. Along with other members of NTID's staff, she encourages students' interest in environmental concerns and would like to see a program in environmental technology established at NTID someday.

As one of the few female New York State Department of Conservation guides she hopes to be able to take handicapped children to the mountains to help them develop an interest in nature—an experience they don't often have.

For herself, she feels the need to learn more and teach more all the time. "I feel that interacting with students in the classroom situation is not enough. That's where programs like the NTID Theatre and NTID's Project Outreach can sometimes have much more effect on students' lives.

"I'm concerned with my impact on the environment, and knowledge is very important in environmental and human concerns."



# James Banton

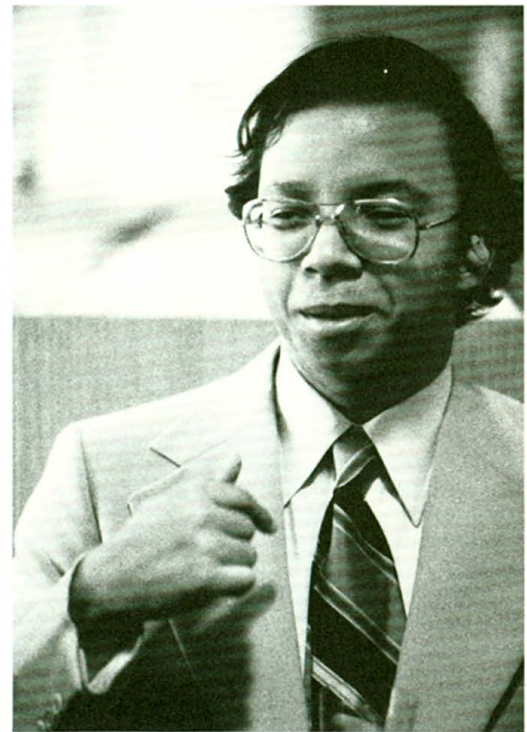
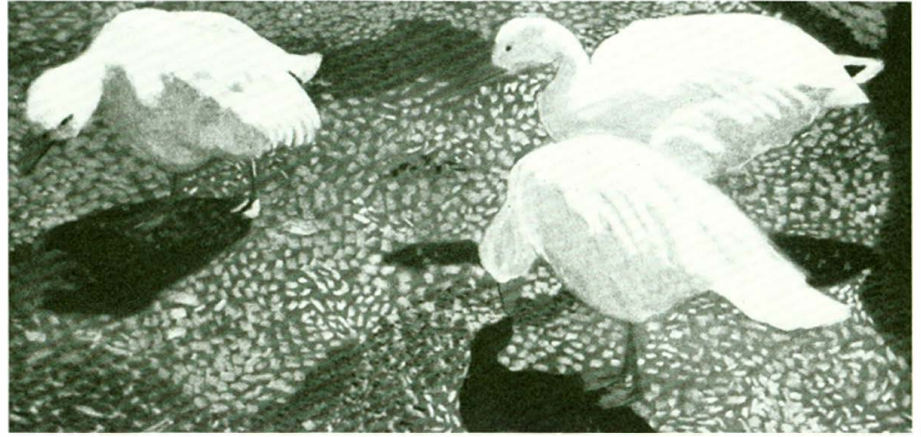
*sweet and tasty colours....*

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James Banton's first one-man art show, entitled "Sweet and Tasty Colours," appropriately took place at NTID, his alma mater. The collection of more than twenty paintings represented a variety of media and subject matter and brought Spring inside.

"Jim has a distinct, unique personal style which carries the artistic influences of Seurat and Monet. He's a great observer of history, and his ability to rework it visually is quite special," said Tim Ferguson, Jim's former instructor who arranged for the show.

Jim graduated from NTID's applied arts program in Visual Communications in 1972. Since that time he has been living in Detroit, Mich., where he is gaining recognition as a freelance artist.







# Gettin' Together

The RIT/Gallaudet weekend hosted by NTID was held on April 24 and 25 to encourage interaction between the two colleges.

Sports competitions, social hours, and an evening of entertainment with the Gallaudet band, "No Name," were provided for the students' enjoyment.

More than 500 students, faculty, and staff from both colleges attended the weekend activities.

The committee members of the event are to be commended for the many hours spent in planning. Special recognition goes to NTID students: Chairman Martin Zulczyk (Warren, Mich.) and Assistant Chairman, George Whitfield (Dearborn, Mich.).





## miscellaneous



### Mrs. Henry "Scoop" Jackson Visits NTID

Mrs. Helen Jackson, wife of Senator Henry M. Jackson (D-WA), recently visited NTID. She was in Rochester campaigning for her husband who is a Presidential candidate.

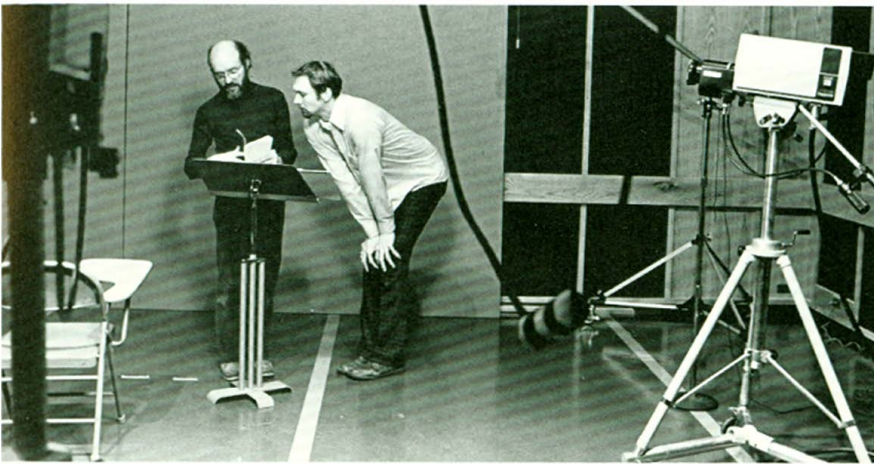
Mrs. Jackson was accompanied on a tour of NTID's academic building by Dr. Robert Frisina, director of NTID. She was interested in visiting NTID because she recognized the Institute as "a significant national program helping deaf persons to become productive citizens."

## Miss NTID

Deborah Ware, daughter of Ms. Florence Carolyn Ware, Suitland, Md., was recently named Miss NTID, and this July she will go to Houston, Texas, where she will vie for the title of Miss Deaf America. The first runner-up in the Miss NTID Contest was Regina Russo from White Plains, N.Y.; second runner-up was Madeline Olio from South Burlington, Vt.; and Ms. Congeniality was Alma E. Simmons, Friendship, Maine. At right, Miss Ware performs her talent number.

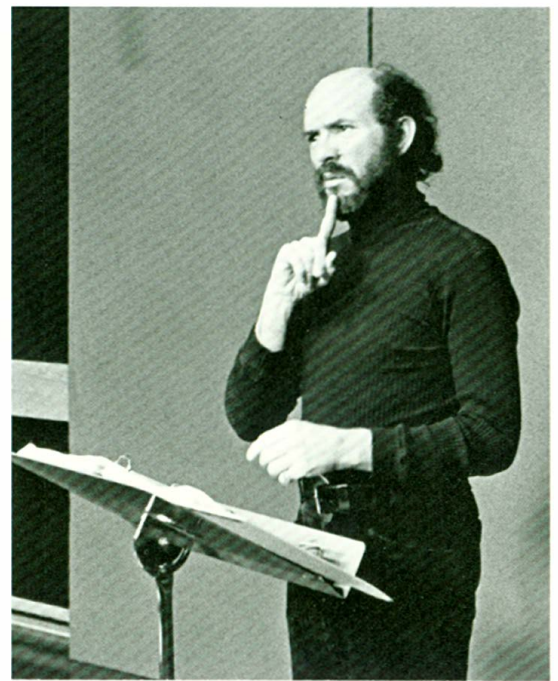






## Professional Actor on Campus

Patrick Graybill, actor with the National Theatre of the Deaf, Waterford, Conn., was at NTID recently to translate the script of the play, "Dark of the Moon." into sign language. "Dark of the Moon" is the NTID Theatre's most recent production. He worked closely with Jerome Cushman, director of the show and instructor in the Experimental Educational Theatre program. Mr. Graybill's translation was videotaped so that students could work with the tapes as they rehearsed.



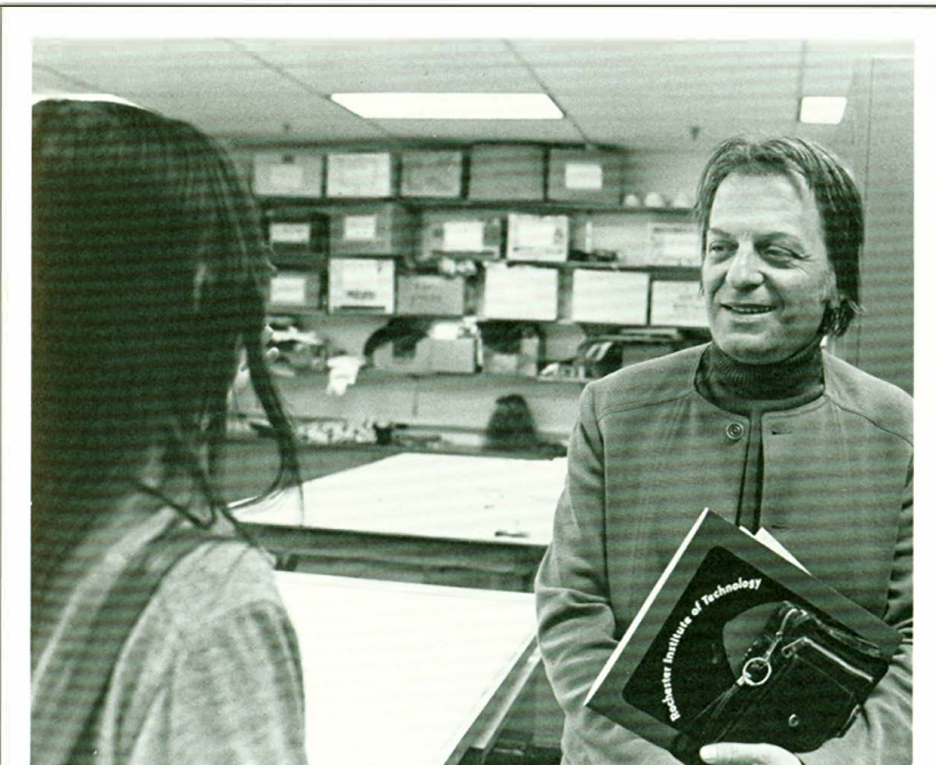
## Gift Helps Library Resources on Deafness

A \$10,000 campaign gift from the Clark Foundation of New York City has enabled Rochester Institute of Technology to strengthen its library resources on deafness.

With the federally funded National Technical Institute for the Deaf located at RIT, one of the Institute's major goals has been to develop and maintain a distinctive section on deafness in its library. Such collections will not only undergird research activities to speed up the learning process for deaf students, but will serve to sensitize hearing students and faculty to the problems of learning for deaf students.

Ms. Gladys Taylor, subject reference librarian for this collection since 1967, reports that the acquisitions include nine background journals on microfilm, videocassette presentations, over 400 doctoral dissertations on deafness and/or deaf-related subjects, thirty current books, and two hundred out-of-print title books.

"Such a collection is vitally important to the faculty as they endeavor to deepen their understanding of the enormous teaching / learning problems related to the education of deaf students. We at the Institute are most appreciative of the opportunities provided by the Clark Foundation foresighted gift," noted Dr. Paul A. Miller, president of RIT.



## International Visitor

Mr. Olimp Varasteanu, director, Animafilm Cinema Studio and graphic artist from Bucharest, Rumania, recently toured RIT and NTID. Varasteanu, who has been involved with the production, direction and graphic animation of more than 50 films, was extremely interested in the animation techniques and materials used on campus. While at NTID, Mr. Varasteanu toured the entire building and viewed an acting class in the Experimental Educational Theatre.



For further information contact:



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Rochester Institute of Technology**

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